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ABSTRACT

The Washington State Resource Guide on Martin Luther King, Jr., supplies a wide variety of materials for use with all grade levels in classroom and assembly presentations in public schools. The goal is for every child enrolled in Washington State schools to learn about Dr. King during the days of January 15 to January 17. Resolutions supporting an official educational observance of the Martin Luther King national holiday were proposed or adopted by the Dr. Martin Luther King, Jr., Holiday Commission, the Association of Washington School Principals, and the Washington State School Directors' Association. A list of suggested activities includes the following: (1) sample assembly program; (2) essay contest; (3) a keynote address by a speaker from the Speaker's Bureau; (4) activities chosen from those of previous celebrations; and (5) visits to school and public libraries and joint activities with them. Program guidelines for developing instructional activities, additional instructional activities contained in two lists, and for grades K-6 and one for grades 7-12, and a lesson plan entitled "Martin Luther King, Jr., A Message for All Americans" are also included. Extensive bibiliographies of books (some with annotations), and audiovisual materials are subdivided by the resource centers from which they may be obtained. A list of selected songs from the Civil Rights Movement, and the words to "We Shall Overcome" are included two brief skits and two dramatic readinsg. Ten additional resolutions and teaching suggestions are included in the appendix. (FMW)

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Martin Luther King, Jr.

Washington State Resource Guide

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DR. MARTIN LUTHER KING, JR.

WASHINGTON STATE RESOURCE GUIDE

Dr. Frank B. Brouillet
Superintendent of Public Instruction

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Reprinted, January 1988

DR. MARTIN LUTHER KING, JR. CELEBRATION

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I. INTRODUCTION

"A day to celebrate the life and dream of Martin Luther King, Jr.

A day to reaffirm the American ideals of freedom, justice and opportunity for all.

A day for love not hate, for understanding not anger, for peace not war.

A day for the family: to share together, to reach out to relatives and friends, and to mend broken relationships.

A day when the community rids itself of the barriers which divide it and comes together as one.

A day when people of all races, religions, classes, and stations in life put aside their differences and join in a spirit of togetherness.

A day for our nation to pay tribute to Martin Luther King, Jr. who awakened in us the best qualities of the American spirit.

A day for nations of the world to cease all violent actions, seek nonviolent solutions, and demonstrate that peace is not just a dream, but a real possibility, if only for one day.

If for only one day, each of us serves as a "drum major for justice and peace," then we will bring to life the inspiring vision of freedom which Martin Luther King, Jr. dreamed."

Living the Dream
January 20, 1986

SUPERINTENDENT'S MESSAGE

With the first observance in Washington State of the Martin Luther King, Jr. Holiday on January 20, 1986, a great teaching and learning moment was established for students, teachers, and the entire education community.

Many districts and schools have, over the years since Dr. King's assassination in 1968, planned and conducted appropriate activities commemorating his life. We have the opportunity, when annually observing the Martin Luther King, Jr., Holiday, to share Dr. King's experiences with all students. His work affected all races of people.

This planning guide emphasizes learning opportunities for students. This guide will be especially useful to schools and districts that may not have a collection of activities that have been successfully used in the past.

It is hoped further that this guide can be expanded in the future to include additional exemplary ideas from school districts.

Dr. Frank B. Brouillet
State Superintendent of
Public Instruction

CHRONOLOGY OF MAJOR EVENTS IN DR. MARTIN LUTHER KING, JR.'s LIFE

1929 Born in Atlanta, Georgia on January 15, son of the Reverend and Mrs. Martin Luther King, Sr.

1944 Graduated from high school at age 15 and admitted to Morehouse College.

1948 Ordained to the Baptist ministry, February 25.
Graduated from Morehouse College with a B.A. in Sociology.

1953 Married Coretta Scott.

1954 Supreme Court ruled unanimously in **Brown vs. Board of Education** racial segregation in public schools unconstitutional.
Became pastor of Dexter Avenue Baptist Church in Montgomery, Alabama.

1955 Received Doctorate in Systematic Theology from Boston University.
Led the Montgomery Bus Boycott which lasted 381 days.

1956 Supreme Court ruled segregation on public transportation unconstitutional.

1957 Became founder and first president of the Southern Christian Leadership Conference (SCLC).
Appeared on cover of **Time.**
Congress passed the first Civil Rights Act since reconstruction.

1959 Visited India to study Mahatma Gandhi's philosophy of nonviolence.

1960 Became copastor of Ebenezer Baptist Church with his father.
Student Non-Violent Coordinating Committee (SNCC) founded to coordinate protests at Shaw University.

1961 Congress on Racial Equality (CORE) began first "Freedom Ride" through the South on Greyhoud bus.

1963 Wrote "Letter From Birmingham Jail."
Led March on Washington, largest civil rights protest ever held.
Delivered "I Have a Dream" speech.
Named "Man of the Year" by **Time.**

1964 Civil Rights Act passed.
Became youngest winner of Nobel Peace Prize, Oslo, Norway.
Voter registration drive organized by Council of Federated Organizations in Mississippi.

1965 March on Ballot Boxes in Selma, Alabama.
Voting Rights Act signed.

1967 Alabama ordered to desegregate all public schools.

1968 Organized "Poor Peoples Campaign" in Washington, D.C.
Marched in support of sanitation workers in Memphis, Tennessee.
Delivered "I've Been to the Mountaintop" speech.
Assassinated April 4 at Lorraine Motel, Memphis.

II. RESOLUTIONS

On April 3, 1968, King returned to Memphis for the march. After spending the day making final plans, King spoke at a meeting for marchers. King began his speech by telling the marchers that a bomb threat on his life had delayed his flight from Atlanta. When he arrived in Memphis, he heard of other threats. And then he said:

"I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountaintop. And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the promised land.

I may not get there with you. But I want you to know tonight, that we, as a people will get to the promised land.

And I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord."

IIA. PROPOSED RESOLUTIONS FOR ADOPTION

The Dr. Martin Luther King, Jr. Education Committee recommends that the following Resolution be adopted by local school boards. It is also appropriate for other groups such as Parent-Teacher-Student Associations, Local Education Associations, Local Principal Associations, and other professional organizations to use it as a model in drafting their own resolution. The guide also includes a resolution adopted by the Association of Washington School Principals and a statement issued by the Washington State School Directors' Association.

WHEREAS, Dr. Martin Luther King, Jr. dreamed dreams for the oppressed people of the United States and the world, was committed to their well-being and was willing to pay the price; and

WHEREAS, the leadership of Dr. Martin Luther King, Jr. continues to extend freedom and hope to millions of Americans and his belief in, and utilization of, non-violent means has won him acclaim here and abroad; and

WHEREAS, Dr. Martin Luther King, Jr. received numerous awards including the 1964 Nobel Peace Prize for leading the Black struggle for equality through non-violent means; and

WHEREAS, Dr. Martin Luther King, Jr. was inspirational to us all and served as a spokesperson for Blacks and other disenfranchised groups in our society; and

WHEREAS, Dr. Martin Luther King, Jr. believed in the critical role of education in helping all young people to realize their potential as responsible and contributing citizens; and

WHEREAS, Dr. Martin Luther King, Jr. served as an exceptional role model for all youth, especially Black youth; and

WHEREAS, the 1985 Washington State Legislature, recognizing the greatness of this American, honored his birthday by declaring a state holiday; and

WHEREAS, it is important that we rededicate ourselves to the concepts, values and dreams of Dr. Martin Luther King, Jr.;

NOW, THEREFORE, BE IT RESOLVED, that Dr. Frank B. Brouillet, Superintendent of Public Instruction, recognizing that January 20, 1986, will be the first national and state observance of Dr. Martin Luther King, Jr.'s birthday, declare that Superintendents of Washington State's public school district and the Chief Officer of each private school within the state, provide the opportunity for all students in their respective school systems or schools, to participate in and/or attend an appropriate lesson or program about this great American; and

BE IT FURTHER RESOLVED, that we, the Governor and members of the Dr. Martin Luther King, Jr. Holiday Commission, echo and support Dr. Brouillet's charge to all educational leaders of Washington State's public and private schools; and

BE IT FURTHER RESOLVED, that such programs and lessons shall be conducted during the days of January 15, 1986, to January 17, 1986, and be coordinated as closely as possible with other observances of Dr. Martin Luther King, Jr.'s birthday; and

BE IT FURTHER RESOLVED, that such programs and lessons, wherever appropriate all during the year, shall include community individuals and organizations in order to help fulfill Dr. Martin Luther King, Jr.'s dream of unity. RESOLUTION ADOPTED BY MARTIN LUTHER KING, JR. EDUCATION COMMITTEE.

IIB. ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

WHEREAS, Dr. Martin Luther King, Jr. was an inspiration to us all and served as a spokesperson for human rights and particularly for blacks and other disenfranchised groups in society; and

WHEREAS, Dr. Martin Luther King, Jr. believed in the critical role of education in helping all young people to realize their potential as responsible and contributing citizens; and

WHEREAS, Dr. Martin Luther King, Jr. served as an exceptional role model for all citizens, but especially black youth; and

WHEREAS, the 1985 Washington State Legislature, recognizing the greatness of this American, honored his birthday by declaring a state holiday; and

WHEREAS, it is important that we rededicate ourselves to the Democratic concepts, values and dreams that we as American citizens hold; NOW, therefore, be it

RESOLVED, that Dr. Frank B. Brouillet, Superintendent of Public Instruction, recognizing that January 20, 1986, will be the first national and state observance of Dr. Martin Luther King, Jr.'s birthday, declare that Superintendents of Washington State's public school districts and the Chief Officer of each private school within the state, provide the opportunity for all students in their respective school systems or schools, to participate in and/or attend an appropriate lesson or program about this great American; AND BE IT FURTHER

RESOLVED, that we, the Governor and members of the Dr. Martin Luther King, Jr. Holiday Commission, echo and support Dr. Brouillet's charge to all educational leaders of Washington State's public and private schools; AND BE IT FURTHER

RESOLVED, that such programs and lessons shall be conducted during the days of January 15, 1986, to January 17, 1986, and be coordinated as closely as possible with the observance of Dr. Martin Luther King, Jr.'s birthday.

Submitted by,

Association of Washington
School Principals

IIC. WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION

(News Article to Appear in Signal)

On January 20, 1986, a new national and state holiday will be observed in honor of Dr. Martin Luther King, Jr. Dr. King won worldwide acclaim during the 1960s for his belief in, and utilization of, nonviolent means to extend freedom and hope to millions of oppressed people.

In 1964 King was awarded the Nobel Peace Prize for leading the Black struggle for equality. He was an inspirational spokesman and leader of the civil rights movement in the United States. On April 4, 1968, Dr. King was assassinated in Memphis while supporting a strike by sanitation workers.

Celebration

To coordinate a statewide celebration in honor of Dr. Martin Luther King, Jr., Governor Booth Gardner has appointed a 100-member commission. In conjunction with the work of this commission a committee of students, teachers, administrators and parents have developed activities and materials for use in local school districts.

In addition, the Superintendent of Public Instruction is sponsoring an essay contest in order "to promote the continuation of ideas professed by Dr. King and the attention to concepts which need to be actively embraced and nurtured by students." Theme of the essay contest is "When We Let Freedom Ring", and the winners will be recognized during the state celebration to be held in Olympia on January 20.

The state celebration will include student speakers, choral groups, and a march from St. Martin's College to the Capitol Rotunda.

Education goals

According to the organizers of the statewide celebration, one of the commission's goals is that every child in Washington schools learn about Dr. Martin Luther King, Jr., as this new state and national holiday approaches. Thus, they are recommending that schools participate in a "Learn-a-bration" which would include various activities that teach about King's life, work and dreams.

Opportunity

"As this new holiday draws near, it is my hope that schools will use this opportunity to explain the American ideals such state and national recognition commemorates, just as we do for other special days such as Presidents' Day and Veterans' Day," Joe Gaspers, WSSDA president, said. "This offers us still another chance to help students understand the lives and principles of the great men and women in our history."

"Certainly teaching about Dr. King and what he stood for supports a long-standing policy of the School Directors' Association that says teaching the American heritage is an important part of the instruction in our public schools," Gaspers explained. "Part of that policy says that students should be given an appreciation of individual dignity and a feeling of responsibility for others, as well as a knowledge of our country's history of and the lives and principles of its great men and women."

III. LIST OF SUGGESTED ACTIVITIES

"I have a dream today.

When we let freedom ring, when we let it ring from every village and every Hamlet, from every state and every city, we will be able to speed up that day when all of God's children, Black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, Free at Last! Free at Last! Thank God Almighty, we are Free at Last!"

Dr. Martin Luther King. Jr.
August 28, 1963

III. LIST OF SUGGESTED ACTIVITIES

It is recommended that a student, faculty and parent planning committee be established and supported to develop program plans.

The Washington State Dr. Martin Luther King, Jr. Commission recommends that public and private schools throughout the state participate in a "Learn-a-bration" (from the King Federal Holiday Commission) as the holiday approaches--a celebration of Dr. King's life and work through educational activities.

The goal is that every child enrolled in Washington State schools, K-12, will learn about Dr. Martin Luther King, Jr. this year in activities such as:

SCHOOL OR DISTRICT ASSEMBLY/PROGRAMS:

It is recommended that a building or district assembly be held in which all students and staff can participate on a day before the Martin Luther King, Jr. Holiday. See sample program on page 15.

ESSAY CONTEST

See information on contest on page 16.

- Choral presentations
- Art presentations
- Dedication of an appropriate facility in honor of Dr. King
- Student and staff exchanges emphasizing peace
- Use of appropriate audio-visual materials

- Special athletic tournaments
- School bulletin board and learning resource displays
- Exhibitions
- Skits
- Birthday parties
- School radio and television programs
- Teaching of current issues such as;

  Suggested issues include non-violence and peace issues, racism, sexism, handicappism and ageism, global issues focused on the quality of life.
- Special issues of student and staff publications
- Reading of Dr. King's quotes after daily Pledge of Allegiance
- Dissemination of Dr. King's quotes on cards
- Appropriate reader board announcements

It is also important to recreate for students the mood that surrounded Dr. King. Most of the students today were not even born when Dr. King was assassinated. They must be told who he was and what he stood for to both Black Americans and other Americans.

On the secondary level, try to involve as many other disciplines as possible. Music, art, and language arts, as well as social studies, would be able to lend some assistance to the execution of the assembly and hall displays.

Teachers should be given advance information about the assembly so that they might use some classroom time to prepare students for the assembly.

IIIA. DR. MARTIN LUTHER KING, JR. CELEBRATION

SAMPLE SCHOOL ASSEMBLY PROGRAM

Pledge of Allegiance	Audience
Song	Audience

Suggestions:

STAR SPANGLED BANNER
LIFT EVERY VOICE AND SING
AMERICA THE BEAUTIFUL

Welcome and the Occasion	Student
Music (Suggestions are included in the Learn-a-bration Planning Guide)	Student Choral Group

Introduction of Speaker

Keynote:
(See list of speakers in Planning Guide)

Option: Skit or a series of dramatic readings/poems

Remarks	Principal or Superintendent
"WE SHALL OVERCOME"	Audience

POST AND ANNOUNCE

IIIB. DR. MARTIN LUTHER KING, JR. ESSAY CONTEST

*FIFTH GRADE CLASSROOMS
*EIGHTH AND ELEVENTH GRADE LANGUAGE ARTS/SOCIAL STUDIES CLASSROOMS
*DAILY SCHOOL BULLETINS

A. The Superintendent of Public Instruction is sponsoring an essay contest in conjunction with the celebration of Dr. King's contributions to the world in the area of human and civil rights.

B. This essay contest is established in order to promote the continuation of ideas professed by Dr. King in word and deed, in order to promote the continued attention to concepts which need to be actively embraced and nurtured by students, and in order to promote collaboration among teachers.

C. All fifth, eighth and eleventh grade students in public and private elementary and secondary schools are eligible to participate. The committee suggests that the essay is an appropriate collaborative assignment for language arts and/or social studies classes.

D. Districts are entitled to select and submit grade level finalists equivalent in number to the number of buildings serving that grade level (i.e., if there are two buildings serving grade five, the district may submit up to two essays for grade five). Districts are encouraged to use the contest guidelines to select the entries to be submitted to the state.

E. The essay contest guidelines are:

a. Length - The essay should be long enough to develop the idea which is being presented and, in any case, not longer than 750 words.

b. Neatness-Readability - The essay should be typed, word processed or in ink, double-spaced and on one side only.

c. Relation to Theme - The essay should relate to Dr. King's life, philosophy, speeches and/or writings and implications.

d. Research/Historical Documentation - The essay should document any specific of Dr. King's life.

e. Appropriate Use of Language Conventions - The essay should be grammatically correct and consistent in time.

f. Originality - The essay should reflect one's own life and thoughts in relation to Dr. King's efforts.

g. Author's Name, Grade and School - The author's name, grade and school should be placed in the upper right-hand corner on each page.

h. Filing

(1) All submissions must be accompanied by the attached FILING FACE SHEET. (All signatures and information must be included on the FILING FACE SHEET in order for attached essays to be considered.)

(2) Submissions should be sent to:

Fred Bannister, Supervisor
Reading and Language Arts
Supt. of Public Instruction
Mail Stop FG-11
Old Capitol Building
Olympia, WA 98504
(206) 753-7389
SCAN 234-7389

or

Larry Strickland, Supervisor
Social Studies
Supt. of Public Instruction
Mail Stop FG-11
Old Capitol Building
Olympia, WA 98504
(206) 753-6747
SCAN 234-6747

(3) Judges will be selected by SPI staff. Successful entries will be notified.

IIIC. SPEAKER'S BUREAU 1985

ELECTED AND APPOINTED OFFICIALS

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Seattle, WA 98122
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The members of the Martin Luther King, Jr. Washington State Holiday Commission would be glad to assist schools planning assemblies or classroom activities around Dr. King and his contributions.

Members can serve as speakers, or in identifying other community resources.

For the name of the Commissioner nearest you, call Princess Jackson Smith, State Department of Licensing, at 206/753-4091 or Mary J. Wilson, 206/491-1516.

MARTIN LUTHER KING, JR.
WASHINGTON STATE HOLIDAY COMMISSION
Appointed November 1987
Governor Booth Gardner, Honorary Chair

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IIID. ACTIVITIES FROM PREVIOUS CELEBRATIONS

Below is a compilation of the experiences of several schools which recognize the memory of Dr. King. The list has been divided into elementary and secondary for the readers convenience.

Elementary

Some elementary schools hold an assembly in honor of Dr. King, but also include civil rights leaders from other ethnic/cultural groups.

Discussion of words such as peace, non-violence, goodwill are held in class.

Classes within the school may be given a particular assignment such as readying a puppet show or TV program on his life, learning a song, preparing a skit on some of the values Dr. King stood for such as getting along with others.

Donations to Neighbors in Need or other similar organizations teach children about sharing.

Poster contests can be held within the schools using events from Dr. King's life.

Junior High or Senior High students may be invited to speak at a student assembly about Dr. King or to present a drama based on events in his life.

Secondary

At some secondary schools, the student organization is responsible for the assembly under the direction and guidance of the faculty advisor.

Involving the Student Body Officers and students from other ethnic/cultural groups are positive forces.

Hall showcases are used to present a visual display about Dr. King, the civil rights movement, and/or other related material.

Guest speakers have proven to be an effective part of assembly programs.

Guest performers have also been used. Their performances should be in keeping with the dignity of the occasion.

In schools where assemblies are not held, discussions about him, his life, values and philosophy and the civil rights movement are held in either social studies or language arts classes so that every student is aware of why the day is commemorated.

When using the film, "Martin Luther King, Jr.: From Montgomery to Memphis" only the last part is used as it appears to be an effective visual display.

Poster/Essay contest is held with the theme "What Does Dr. Martin Luther King, Jr. Mean to Me."

IIIE. SCHOOL AND PUBLIC LIBRARIES

1. Assignment Alert . . .
   Get in touch with the public library and formalize notification of upcoming student assignments for Dr. Martin Luther King, Jr. Day . . . ongoing effort among the school library media specialist, the school faculty and the public librarian. Continual communication.

2. Calendar of Events . . .
   Get in touch with the public library and publish cooperatively school and community events surrounding Dr. Martin Luther King, Jr. Day.

3. Displays . . .
   Get in touch with the public library and display school materials on Dr. Martin Luther King, Jr. in public library; display books on Dr. King from public library in school library.

4. Microfilm . . .
   Get in touch with the public library and access microfilmed back-issues of periodicals and photocopies of articles in current periodicals or reference books on Dr. Martin Luther King, Jr.

5. Selection/Reference Materials . . .
   Get in touch with the public library and share films and other expensive reference materials about Dr. Martin Luther King, Jr.

6. Share Inservice . . .
   Get in touch with the public library and invite public library staff to participate in Dr. Martin Luther King, Jr. Day.

7. Student Visits . . .
   Get in touch with the public library and visit public library to see Dr. Martin Luther King, Jr. displays and participate in activities.

8. Student Art/Photography . . .
   Get in touch with the public library and display student art work at public library (i.e., posters for Dr. Martin Luther King, Jr. Day).

9. Programs . . .
   Get in touch with the public library and promote and sponsor joint programs about Dr. Martin Luther King, Jr. Day through announcements.

10. Bibliographies . . .
    Get in touch with the public library and prepare/list available resources for Dr. Martin Luther King, Jr. Day.

Readers are advised to contact local public libraries and request use of the Resource Directory through the Washington Library Network.

IIIF. PROGRAM GUIDELINES FOR DEVELOPING INSTRUCTIONAL ACTIVITIES

Dr. Martin Luther King, Jr.'s birthday is January 15; however, January 20 is the statewide celebration. This statement is intended to provide guidelines for planning school activities to commemorate Dr. King's birthday. (Note: Though specific resources are mentioned as examples, this listing is not exhaustive. These guidelines are intended to serve as a catalyst for ideas rather than be a definitive, comprehensive list.)

The following five considerations merit attention. Principals, teachers and curriculum developers/program planners are encouraged to reflect upon these ideas before involving pupils in activities.

CONSIDERATION 1 - ESTABLISH A CLEAR RATIONALE

Effective programming should reflect a clear, sound rationale. Thus, program planners need to specify goals and clarify objectives for celebrating Dr. King's birthday. Key points to keep in mind while making these decisions include the following:

- Will activities be managed in individual classrooms and/or will each classroom contribute something towards an all-school program?

- Will programming focus on Dr. King's life or have an international scope?

- How will activities go beyond collecting factual knowledge? That is, how will activities get participants to consider the implications of events? (It is one thing to know Martin Luther King, Jr. was assassinated on April 4, 1968. It is quite another thing to be able to discuss how his death impacted the Civil Rights Movement. Even primary youngsters are capable of discussing their feelings regarding the loss of an important person).

- Considering the voluminous nature of information and resources, set realistic expectations for your goals. Draw upon resources that are available in your locale. Initial contacts would include:

    * school librarian
    * public librarian
    * local historical societies
    * history professors at nearby community colleges and universities
    * local Black artists and performing arts groups
    * Black residents of community
    * local Black organizations

- Recognize the potential for programming to reinforce stereotypes. To counteract the negative ramifications of this possibility, plan programs with a broad scope. Rather than focus on exotic characteristics of Blacks, emphasize the common needs all human groups

share. Incorporate experiences of common folk as well as heroes and heroines. Investigate the universal aspects of experiences instead of concentrating on only the differences of experiences.

- o Balance cognitive, affective and skill objectives.

CONSIDERATION 2 - CLARIFY CONCEPT OF "HISTORY

Students need to recognize the value of history--how events of the past can help us in the present and future.

- o Have pupils write about what happened in class in the past hour, yesterday or a week ago. Have students share what they wrote. Then use the following questions to facilitate discussion:

    * How were descriptions similar?
    * How were descriptions different?
    * How well could we re-enact what went on in the classroom from the descriptions?
    * Why is history characterized by the adjectives "incomplete" and interpretative?
    * How is History of the Civil Rights Movement different from history?

CONSIDERATION 3 - PLAN ACTIVITIES APPROPRIATE TO GRADE LEVEL

Gear activities to students' interests and abilities. Also consider teachers' interests and areas of expertise. Some possibilities follow:

- o Primary

    * Organize a display of Dr. King. Have each poster identify an individual (emphasizing a letter of the alphabet), illustrate the individual or related event and provide a brief biographical sketch. Exhibit on bulletin board or showcase.
    * Plan a puppet show that retells an episode from the Bus Boycott.

- o Intermediate

    * Interpreting the works of Dr. King, present a choral reading program.
    * Interview Black members of the community to gain an understanding of how a Black's experiences differ from and are similar to a non-Black's experience. An alternative is to interview any who participated in the Civil Rights movement.
    * Construct a collage according to a particular theme of Dr. King. (If you have difficulty finding pictures of Blacks, securing copies of Ebony and Ebony, Jr. may be helpful).
    * Dramatize an event. (See Appendix) Be certain participants and viewers recognize the implications of the event.

* Research events and persons. (See Appendix) According to pre-established guidelines, each student is responsible for a particular event or person. Compile all students' work into a class book or filmstrip.

o Junior High/Secondary

* Give background of music originating or used in the Civil Rights movement. Share examples via musical recordings and/or student performance.
* Using guidelines to identify racist literature, analyze the contents of library books and texts.
* Study a significant issue, such as the racial riots of the 1960's, from the perspectives of different social scientists. An example of a focal question for various social sciences follows:

Anthropology - What aspects of Black culture became apparent during the riots?
Economics - How was the production of goods and services affected during the riots?
Geography - Where were Black communities located and why?
History - What factors changed to promote tensions for rioting?
Political Science - What power relationships existed within the Black communities at the time of the riots?
Psychology - How have the racial riots affected the Black's self-concepts?
Sociology - How did the riots affect Blacks' roles in the community?

o Daily/Weekly/Schoolwide

* Each day read a segment of a novel such as Letter from Birmingham Tail over the public address system.
* Each week have a storytelling assembly featuring literature written about or by Dr. King.
* Have students write 60-second "personality spots" of Dr. King who has made a contribution to society. Have pupils read them daily over the address system.
* Show a film appropriate to program theme. Afterwards, have a panel discussion about the ideas and issues raised in the film.

CONSIDERATION 4 - ASK QUESTIONS THAT PROMOTE HIGHER LEVEL LEARNING

When questioning students in groups, be alert to whom you direct which questions; that is, address questions to students in accordance with their capabilities with potential for challenge. For example, an insecure pupil would like be able to correctly respond to a question asking how many people are shown in a picture; a self-confident student, on the other hand, might find that question "too easy", but be challenged by an inquiry to tell what a particular illustrated individual felt and why.

Good "starters" for questions to promote intellectual growth include:

- o Why . . . ?
- o Under what circumstances . . . ?
- o How can you tell that . . . ?
- o How would you compare . . . ?
- o What are probable causes and effects . . . ?
- o What would happen if . . . ?

CONSIDERATION 5 - INCORPORATE A VARIETY OF RESOURCES AND STRATEGIES

Resources:

- o Reading Materials
  - * Texts
  - * Reference Books
  - * Pamphlets
  - * Newspapers
  - * Magazines
  - * Documents
  - * Primary Resources
- o Audio Visuals
  - * Transparencies
  - * Films
  - * Filmstrips
  - * Slides
  - * Study Prints
  - * Tapes
  - * Recordings
  - * Videotapes
- o Maps and Globes
- o Games and Simulations
- o Community Resources
  - * People
  - * Places

Strategies:

- o Read
- o Write
- o Interview
- o Demonstrate
- o Dramatize
- o Observe
- o Exhibit
- o Listen
- o Illustrate
- o Construct
- o Pantomime
- o Role Play

The underlying philosophy of these guidelines are attributed to Dr. James A. Banks, Professor of Social Studies Education and Ethnic Studies at the University of Washington.

ADDITIONAL INSTRUCTIONAL ACTIVITIES
GRADES K-6

1. Teach students the parts, purposes, and format of a newspaper. With Martin Luther King as their subject, have each student complete one of the following newspaper tasks:
   - write an editorial in support of Dr. Martin Luther King's philosophy.
   - write a news story about Dr. Martin Luther King receiving the Nobel Peace Prize.
   - write a human interest story about Dr. Martin Luther King and his family.
   - write an obituary for Dr. Martin Luther King, Jr.
2. Tell students that, although Dr. King was committed to the philosophy of nonviolence, he was the victim many times of violent reactions from others. Have students create and role play a playground scene in which one person maintains nonviolence even in the face of violence from others.
3. Organize a bulletin board or door decorating (classroom doors) project schoolwide in honor of Martin Luther King's birthday. Assign a particular period in Dr. King's life to each class. Ask the class to prepare a display to depict that period. Arrange for every class to visit each display to see and speak with students about their projects.
4. Arrange for a member of the community to visit the classroom. Before the visit, have students prepare interview questions to find out how the fight for equal rights for all Americans has progressed during that person's recollections and experiences.
5. Explain the circumstances and the importance of Martin Luther King's crusade to secure voting rights for all. On three occasions, present to the class several options for homework assignments, classroom activities, or field trips. Try to make all options similarly attractive. Ask class to vote to determine which homework assignment, classroom activity or field trip they will take part in. The whole class must accept and follow the voters' choice. After the three opportunities to vote, ask students how they felt about the chance to vote, and how they would have felt had they been unable to vote. Discuss and relate to voting in local and national elections.
6. Help students find, in books and articles, information about the King children, now grown. Structure a writing experience for students to write letters to the King children, asking them questions about their lives growing up in the family of Coretta and Martin Luther King. Try to find avenues (organizations, publishers, etc.) to reach the King children by mail. If appropriate, mail the letters.
7. Tell students the story of Rosa Parks' refusal to surrender her seat on a bus to a white man. Explain the bus boycotts that followed and the results of such efforts. Pose two situations to students:
   - Almost every student in your school seems to like ice cream. An ice cream truck parks in front of school every day in the spring and fall. The vendor charges 75¢ for a small cone. This price is 25¢ higher than any other place you know. The vendor says the 25¢ extra is for the convenience of buying ice cream near school.
   - You and your friends go to a particular movie theatre every weekend. It is your favorite way to spend Saturday afternoon. You learn that on weeknights the theatre is showing a movie which advocates the slaughter of baby seals. You are strongly against the killing of baby seals.

   Ask students to discuss whether or not boycotting might be an effective strategy in either or both of these situations.
8. Tell students that no group of people has ever been more opposed to Martin Luther King's philosophy than the Ku Klux Klan. Have students research the history, beliefs, and goals of the KKK. Ask them to write a report of their findings including five ways in which the Ku Klux Klan is directly opposed to the teachings and beliefs of Dr. Martin Luther King, Jr.

9. Ask students to name the two Americans who are now honored with a national holiday. If students do not know, tell them that George Washington and Dr. Martin Luther King, Jr. are the two individuals. Mention that Abraham Lincoln's birthday is a New York State, not a Federal, holiday. Compare Dr. King and George Washington. Discuss with students the reasons for establishing national holidays to honor these Americans.*

10. Prepare a bulletin board showing the situation of black Americans prior to Dr. King's entrance upon the national scene and the changes that occurred through his efforts. Photographs, student drawings, excerpts from Dr. King's speeches, student essays and poems might be included in the display.*

11. Distribute a copy of the poem, "I, Too, Sing America" by Langston Hughes, one of the foremost black poets of the 20th century. Read the poem aloud to the class. Have the students complete the worksheet (see next page) and review their responses. Discuss the following questions with students:*

- Who is this poem about? How do you know? What does the poet really mean when he says, "They send me to eat in the kitchen"?
- What does the poet say about the situation of black Americans during the early part of this century? Explain.
- The poet says, "Tomorrow, I'll be at the table when company comes...." What does he mean? Explain.
- Do you think this "tomorrow" has come for black people? Explain your answer.

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* Excerpted from *A Guide to Celebrating Martin Luther King, Jr. Day*, New York City Board of Education, Office of Curriculum Development and Support, Division of Curriculum and Instruction. Used with permission.

ADDITIONAL INSTRUCTIONAL ACTIVITIES
GRADES 7-12

1. Divide class into groups of 3-4 students. Have each group prepare a world map to pinpoint the countries and cities in which Dr. King resided, attended school, visited, spoke or conducted other civil rights activities. Have each group appoint one of its members to show and explain the map to the class. Compare findings of various groups. Display maps in the classroom.

2. Ask students to prepare and present a report to the class, either oral or written, to depict the awarding of the Nobel Peace Prize to Dr. Martin Luther King, Jr. Points to be covered include:
   - what the Nobel Peace Prize is
   - previous and subsequent prize winners
   - why Dr. King was selected
   - Dr. King's comments on accepting the prize
   - the use Dr. King made of the prize money

3. Ask students to imagine the grief and loss felt by Coretta Scott King and her children at Dr. King's death. Have students write letters to Mrs. King or the King children to express their sympathy at the loss of a monumental American leader, husband and father.

4. In 1963, *Time* magazine designated Dr. Martin Luther King, Jr. as "Man of the Year." Have students imagine that readers of *Time* can nominate individuals for this honor. Ask students to write a letter to the editor of *Time* magazine nominating Dr. King for the "Man of the Year" award.

5. To help students feel more fully the experience of discrimination, arrange seats in the classroom to resemble seats on a bus. Role play with students the 1955 action of Mrs. Rosa Parks to refuse to give up her seat on a bus to a white man, as Alabama law dictated she must.

6. Have students research, compare and contrast educational opportunities provided or denied to blacks through the 1896 decision in *Plessy vs. Ferguson* and the 1954 decision in *Brown vs. Board of Education*.

7. Explain how very successful Martin Luther King, Jr. was in school. Ask students to research the details of Dr. King's education and to explain how his years of schooling prepared him for his role as a nonviolent leader.

8. Explain that Dr. Martin Luther King, Jr. spoke out firmly against the war in Vietnam, calling it a "tragic adventure." Ask students to research Dr. King's involvement in protesting the war in Vietnam and the relationship of his protests to the civil rights movement in the United States.

9. Have students read and discuss the 13th, 14th and 15th Amendments to the Constitution as Reconstruction amendments. List on the chalkboard and discuss the following terms: involuntary servitude; due process, rights and immunities; equal protection; and the right to vote. Introduce and discuss with students the Black Codes to see how some southern states tried to circumvent these amendments. Have students prepare and display posters that illustrate in everyday language the substance of these laws and amendments.

10. Read and discuss the Civil Rights Acts of 1866, 1875, 1957, 1960, 1964 and 1968. List and compare the rights guaranteed to all people in each of the Acts. Have students develop vignettes about what might happen to an individual who was not guaranteed these rights.

11. Additional letters, telegrams and photographs are included in the Appendix to this Resource Guide. These may be used to develop other activities based upon the interests, abilities and skills of students in your school or classroom.

MARTIN LUTHER KING, JR.: A MESSAGE FOR ALL AMERICANS

To have their fullest impact, Martin Luther King, Jr.'s words must become part of the laws and lives of everyone.

OBJECTIVES: Students will demonstrate an understanding of the facts and accomplishments of Martin Luther King's life.

Students will consider Martin Luther King's message as it applies to their own lives.

Students will engage in nonviolent ways to settle disputes or problems.

MATERIALS: Detail Wheel: The Life of Martin Luther King, Jr. (assembled by students)

- Toothpicks
- Card stock
- Scissors

TIME: 2 class periods

PROCEDURES:

1. Review with students the many achievements of Martin Luther King, Jr.
2. To check understanding, ask students to complete a project to show or explain the accomplishments of Dr. King, using the detail wheel.
3. Help students assemble their own detail wheels. Distribute card stock or other stiff paper copies of wheel to each. Have students cut out wheels, then insert toothpicks in the center. When properly assembled, detail wheel will spin like a top.
4. Ask students to spin their wheels to choose a project assignment. Assignment where wheel lands signals the project for the student to complete.
5. Have students share with classmates, aloud or in displays, their completed assignments.
6. Ask students to imagine they had a chance to meet and speak privately with Dr. Martin Luther King.
7. Have students prepare a list of questions or issues they would like to discuss with Dr. King. Tell students they may choose national, world or personal issues for their discussion.
8. Ask students to write, in dialogue form, their conversations with Dr. King as they imagine the conversations would take place.
9. With students playing the part of themselves, ask each to recruit a partner to play the part of Dr. King and enact the dialogue for the class to view and discuss.

DETAIL WHEEL
THE LIFE OF MARTIN LUTHER KING, JR.

Write the lyrics for a song about Martin Luther King's dream of equality.
Invent a board game about Martin Luther King. Use facts about his life and work as game questions.
Design a crossword puzzle about the life and accomplishments of Martin Luther King, Jr.
Write a one minute radio message to remind listeners of Martin Luther King's message.
Color a map of the United States to designate where Martin Luther King was born and educated and where he effected change.
Explain why you colored each area.
Draw a picture to highlight an important event in the life of Martin Luther King, Jr.

Many activities in the wheel are adapted from the work of George E. Mancuso, Vice Principal, School 33, Rochester, New York. Used with permission.

IV. RESOURCES

I have a dream today.

I have a dream that one day
this nation will rise up and
live out the true meaning of
its creed: "We hold these
truths to be self-evident;
that all men are created
equal."

Dr. Martin Luther King, Jr.
August 28, 1963

IVA. BIBLIOGRAPHIES

Compiled by Mary Faber, National Education Association

1. Bein, L. and J. - Two is a Team, Harcourt, Brace World Inc.
   White and black boy learn to cooperate rather than compete.

2. Clayton, Ed - Martin Luther King: The Peaceful Warrior,
   Prentice-Hall, Inc.
   Excellent teacher's resource book with emphasis toward children in intermediate grades.

3. deKay, James T. - Meet Martin Luther King, Jr. - Step-Up books - Random House
   Easy-to-read book for children.

4. Ebony - May, 1968 - Martin Luther King - Johnson Publishing Co.
   Selection from magazine.

5. Ebony - Martin Luther King, Jr. - Johnson Publishing Co.
   Picture bibliography from Ebony photo files and extracts from some of his speeches are included - mainly a teacher's reference book with excellent black and white photographs.

6. Ebony, Jr. - Johnson Publishing Co.
   Magazine with activities for children in elementary grades.

7. Famous Black People in American History, - Edu-cards Corp.
   Self-study cards to give students and teachers a broader and more factual statement on the Black-American role in our Nation's history.

8. Hughes, Langston - Don't Turn Back - Alfred A. Knopf, Inc.
   Poems selected by children. They speak of love, hate, hope, despair. Treats basic elements of humanity in language of our times.

9. Hughes, Meltzer, and Lincoln - A Pictorial History of Black Americans - Crown Publishers, Inc.
   Reference book - a pictorial history of the Negro in America.

10. Hurley, Jane - Afro-Americans, Then and Now - Benefic Press.
    Brief descriptions of famous people with questions for discussion.

11. Justus, May - New Boy in School - Hastings House.
    Lennie a Black boy, is new to an integrated school.

12. McGovern, Ann - Black is Beautiful - Four Winds Press.
    Black and white photos in one-line narratives pointing out all in the world that is beautiful and black.

13. Patrick, John J. - The Progress of the Afro-American - Benefic Press.
Discusses various aspects of the Afro-American progress. Vocabulary and questions are included.

14. Patterson, Lillie - Martin Luther King, Jr. - Man of Peace - Garrard Publishing Co.
Highlights on life story - specific abilities, character and accomplishments are emphasized.

15. Ploski, Harry - Marr, Warren II - Negro Almanac, Bellwether Co.
Comprehensive reference book on history and culture with significant contributions to our society.

16. Rowe, Jeanne A. - An Album of Martin Luther King, Jr. - Franklin-Watts, Inc.
Comprehensive book beginning with his early life and continuing until his death.

17. Schulke, Flip - Martin Luther King, Jr. - A Documentary - Montgomery to Memphis, W. W. Norton and Co., Inc.
A word and picture documentary book.

18. Young, Margaret B. - The Picture Life of Martin Luther King, Jr. - Franklin-Watts, Inc.
Easy to read book with good black and white photographs.

Numbers 1-18 are Martin Luther King Reading Activities for Involvement, Reading Office

19. Harrison, Deloris - We Shall Live in Peace: The Teachings of Martin Luther King, Jr. Hawthorn. c1968.

20. Merriam, Eve - I Am a Man: Ode to Martin Luther King, Jr. Doubleday.
Highlights of Dr. King's Civil Rights activities outlined in simple evocative poetry with full page, grayish-black illustrations.

21. Time Life Book, Eds. - I Have a Dream. Time, Inc. c1968
A journalistic account of Dr. King, as a main force of the Civil Rights Movement with emphasis on the years from 1956 until Dr. King's death.

IVA. BIBLIOGRAPHIES (Continued)

Available in Seattle School District

Audio-Visual

16mm Films

Gandhi, 27 minutes b/w, SS, 9-12

"I Have A Dream" - Life of Martin Luther King, Jr., 35 minutes, b/w, SS, 7-12

Martin Luther King, Jr., 26 minutes, b/w, SS, 7-12
From Montgomery to Memphis

Freedom Movement: 1877-Today, 20 minutes, b/w, SS, 10-12

Legacy of a Dream, 29 minutes, color, 5-12

Filmstrip

Martin Luther King: The Choice to be Great, grades 2-6

Cassette Master Tapes

004304 The Essential Gandhi, 50 minutes, Senior High School
037214 Martin Luther King and Integration, 24 minutes, Senior High School

RESOURCES AVAILABLE AT THE TEACHER RESOURCE CENTER (MARSHALL)

KING: The Man and His Meaning, filmstrip/cassette

CORRETTA KING: A Woman of Peace, 1 cassette/1 book

BLACK AMERICAN STRUGGLE FOR EQUAL RIGHTS, 20 pictures, 64 page Resource Material, David C. Cook, Publisher

BLACK AMERICA - YESTERDAY AND TODAY
Pictures, David C. Cook, Publisher

MARTIN LUTHER KING, JR., A Documentary . . . Montgomery to Memphis (Book which includes lots of pictures of King's activities) edited by Flip Schulke

MARTIN LUTHER KING, JR., A mini play by Larry Stevens
script may be duplicated

The following material is available for teachers on the stage area of the Teacher Resource Center:

Portrait of Martin Luther King, 11 x 17
Portrait of King family, 11 x 17
Biography of King

IVA. BIBLIOGRAPHIES (Continued)

Available in Tacoma School District.

Behrens, June. Martin Luther King, Jr. Childrens, 1979. $7.35 (grades K-4)

Bennett, Lerone. What Manner of Man. Johnson, 1968. $9.95.

Bishop, James Alonzo. The Days of Martin Luther King, Jr. Putnam, 1971.

Boone-Jones, Margaret. Martin Luther King, Jr. a picture story. Childrens, 1968.

Clayton, Ed. Martin Luther King, Jr.: the Peaceful Warrior. Prentice, 1968. 1.50 p. (grade 6) PLB 5.95

David, Andrew. Famous Criminal Trials. Lerner, 1979. PL13 $6.95 (grades 5-up)

DeKay, James T. Meet Martin Luther King, Jr. Random, 1969. PLB $3.99 (grades 3-5)

Faber, H. American Heroes of the 20th Century. Random, 1967. PLB $5.99.

Faber, Doris. The Assassination of Martin Luther King, Jr. Watts, 1978. PLB $4.90

Franklin, John Hope. Black leaders of the Twentieth Century. Univ. of Ill. Press, 1982.

Goode, Stephen. Assassination! Kennedy, King, Kennedy. Watts, 1979. PLB $6.90 (grades 6-up)

Harris, Jacqueline, L. Martin Luther King, Jr. Watts, 1983.

Harrison, Deloris, ed. We Shall Live in Peace; the Teachings of Martin Luther King, Jr. Hawthorn Books, 1968.

Haskins, James. The Life and Death of Martin Luther King, Jr. Lothrop, 1977. PLB 46.00 (grades 6-up)

Hoyt, Robert G. Martin Luther King, Jr. Country Beautiful, 1970. $9.95

King, Martin Luther, Jr. 1899-. Daddy King; an Autobiography. Morrow, 1980.

King, Martin Luther, Jr. 1929-1968. The Trumpet of Conscience. Harper, 1968. $10.95

King, Martin Luther, Jr. Where Do We Go From Here. Harper & Row, 1967. Pap. $4.95, Tr. 10.95

King, Martin Luther, Jr. 1929-1968. Why We Can't Wait. Harper, 1964. $10.95

Lincoln, C. Eric. Martin Luther King Jr., A Profile. Hill, 1970. pap. $4.25

McKee, Don. Martin Luther King, Jr. Putnam, 1969. PLB $4.97 (gr. 6-up)

McKinley, James. Assassination in America. Harper, 1977. (YA) $10.95

McKissack, Patricia. Martin Luther King, Jr.: A Man to Remember. Children, 1948.

Merriam, Eve. I Am a Man. Doubleday, 1961.

Mikliowitz, Gloria D. Dr. Martin Luther King, Jr. Grossett, 1977. pap. 1.50

Millender, Dharathula H. Martin Luther King, Jr.; boy with a dream. Bobbs, 1969. $3.95 (grades 3-7)

Miller, William Robert. Martin Luther King, Jr.; his life, martyrdom and meaning for the world. Weybright & Tally, 1968.

Oates, Stephen B. Let The Trumpet Sound; the life of Martin Luther King, Jr. Harper, 1982.

Patterson, Lillie. Martin Luther King, Jr.: Man of Peace. Garrard Pub., 1969. PLB $4.98 (grades 3-6)

Peck, Ira. The Life and Words of Martin Luther King, Jr. Scholastic Book Services, 1968.

Preston, Edward. Martin Luther King: Fighter for Freedom. Doubleday, 1968. $5.95 (grades 7-8)

Richardson, Ben. Great Black Americans. Crowell, 1976. $8.95 (grades 7-up)

Rowe, Jeanne A. An Album of Martin Luther King, Jr. Watts, 1970. PLB $5.90

Schulke, Flip. Martin Luther King, Jr. Norton, 1976. pap. $7.95; TR $15.00

Sterne, Mrs. Emma. I Have A Dream. Knopf, 1965. PLB 5.99 (grades 5-up)

Wilson, Beth P. Martin Luther King, Jr. Putnam, 1971. PLB $4.49 (grades K-3)

Wofford, H. Of Kennedy's and King's. Farrar, 1980.

Young, M. B. The Picture Life of Martin Luther King, Jr. Watts, 1968. PLB $4.90 (grades K-3)

FILMS

Boyhood of Martin Luther King, Jr. 14 min. P-S thru I

Great Americans: Martin Luther King, Jr. 24 min.

FILMSTRIPS

Martin Luther King, Jr. Troll, 1969 Elem.

KITS

Dr. Martin Luther King, Jr. SVE, 1980. 4-6. Set of 1 filmstrip, 1 cassette/guide. $35.00

Dr. Martin Luther King, Jr.; civil rights leader. Landmark Educational, 1974. Grades 8-up

Martin Luther King. Media Basics, 1981. High School. Four filmstrips, $136.50 set. Video casette, $89.95. (7-12)

Martin Luther King, Jr. Day. Encyclopedia Brittanica, 1983. Elementary.

IVB. ESD MEDIA CENTERS

These materials are available through the Media Center.

ESD	Available Resources
101 West 1025 Indiana Ave. Spokane, WA 99205-4562	Martin Luther King, Jr.: The Assassin Years (16mm) Martin Luther King, Jr.: From Montgomery to Memphis (16mm) Great Americans: Martin Luther King, Jr. (½" VHS)
105	Please contact for information
112 1313 NE 134th St. Vancouver, WA 98685 SCAN 568-2871	Dr. Martin Luther King, Jr., The Assassin Years (16mm) Dr. Martin Luther King, Jr. Amazing Grace (16mm) I Have A Dream (½" VHS videotape) (2) Filmstrips on Dr. Martin Luther King, Jr.
113 601 McPhee Road SW Olympia, WA 98502 (206) 754-2933	F-672 I Have A Dream, Dr. Martin Luther King, Jr. VC-290 I Have A Dream, Dr. Martin Luther King, Jr. VC-534 Boyhood of Dr. Martin Luther King, Jr.
114 105 National Avenue N. Bremerton, WA 98312 (206) 479-0993 SCAN 576-6399	Dr. Martin Luther King, Jr.: From Montgomery to Memphis (16mm) I Have A Dream . . . Life of Dr. Martin Luther King, Jr. (16mm and VHS)
121 1410 S. 200th Street Seattle, WA 98148 (206) 242-9400 (Seattle) (206) 922-1491 (Tacoma)	BOYHOOD OF DR. MARTIN LUTHER KING, JR. (16mm and VHS, 14 min.) I HAVE A DREAM: LIFE OF DR. MARTIN LUTHER KING, JR. (16 mm and VHS, 35 min.) MARTIN LUTHER KING, JR. (VHS, 24 min.) DR. MARTIN LUTHER KING, JR. . . . AN AMAZING GRACE (16mm and VHS, 62 min.)
171 640 S. Mission Wenatchee, WA 98801 (509) 663-8741	Martin Luther King, Jr.: The Assassin Years (16mm)
189 205 Stewart Road Mount Vernon, WA 98273 (206) 424-9573	Dr. Martin Luther King, Jr.: Amazing Grace Part 1 (VHS video) Dr. Martin Luther King, Jr.: Amazing Grace Part 2 (VHS video) Great Americans: Martin Luther King, Jr. (VHS video) I Have a Dream: Life of Martin Luther King, Jr. (VHS video) Martin Luther King, Jr.: Assassin Years (16mm film) Focus on 1960-64: Kennedy Years (VHS)

189 (continued)

Focus on 1965-69: Angry Years (VHS)
Black & White Uptight (16mm)
Black History - Lost, Stolen or Strayed, Part 1 (16mm)
Black History - Lost, Stolen or Strayed, Part 2 (16mm)
Black Soldier
History of the Negro in America - Part 1: 1619-1860 (16mm)
History of the Negro in America - Part 2: 1861-1877 (16mm)
History of the Negro in America - Part 3: 1877-today (16mm)

IVC. CLASSROOM RESOURCES

Materials to be Ordered:

1. Martin Luther King, Jr.: A Guide for Helping NEA Affiliates Observe the Birthday of Martin Luther King, Jr. This brand-new, 20-page guide includes King holiday information, suggested Association activities, a biographical sketch, information about the King Center, the text of the "I Have A Dream" speech, and film and book lists. **Available free from NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036**

2. King: The Making of a Legend. Commemorative issue of American Visions -- the magazine about Black culture published by the Smithsonian Institution. Includes articles on the holiday and the civil rights tradition, an account of what states and cities are planning for the holiday, a chronology of Dr. King's life, the text of the "Letter from Birmingham Jail," information about the King Center in Atlanta, a calendar of events, and book reviews.

   Free from the Martin Luther King, Jr. Federal Holiday Commission, 451 Seventh Street, S.W., Washington, DC 20410:

3. Living the Dream: Our National Holiday, January 20, 1985. Booklet includes pledge and fund cards and suggested approaches for family, community, national, and international celebrations.

4. Learn-a-bration. Other pamphlets and brochures containing teaching suggestions are being prepared by the Commission as we go to press. Write for details.

5. Martin Luther King, Jr.: His Life and Dream, by Christine King Farris. A 56-page "worktext" prepared by Dr. King's sister (an educator) offers 10 lesson plans, each including questions, vocabulary lists, and a variety of suggested activities. Separate editions available for elementary (grades 3-5) and intermediate (grades 6-8) students. $1.95 per copy, or $37.50 for 30 student worktexts and an annotated teacher's edition. Add 7 percent for shipping and handling.

   Available from Ginn and Co., 4343 Equity Drive, P.O. Box 2649, Columbus, OH 43216 (800/848-9500):

TEACHING MANUALS:

- DR. MARTIN LUTHER KING JR. HIGHLINE SCHOOL DISTRICT
- DR. MARTIN LUTHER KING, JR., SUPERINTENDENT OF PUBLIC INSTRUCTION (SEATTLE SCHOOL DISTRICT)
- MARTIN LUTHER KING, JR., WASHINGTON EDUCATION ASSOCIATION
- MARTIN LUTHER KIN , JR., YAKIMA SCHOOL DISTRICT

V. SONGS

"Even though we face the difficulties of today and tomorrow. I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed..."

I Have a Dream
August, 1963

V. SONGS

Songs reflecting the Civil Rights Movement are especially appropriate. These songs were most likely to be sung whenever groups of people gather to hear Dr. King speak or to be led by him in a protest. The following titles are suggested.

Songs

All for One
Amazing Grace
Battle Hymn
Battle Hymn of the Republic
Go Down Moses
Greatest Love of All
Happy Birthday (Stevie Wonder)
If I Can Help Somebody
If I Had A Hammer
Kum Ba Yah
Let My People Go
Lift Ev'ry Voice and Sing
Nobody Knows the Trouble I've Seen
Precious Lord
Steal Away
Thank God I'm Free At Las'
This Little Light of Mine
Wade in the Water
We Are Climbing Jacobs Ladder
We Shall Overcome (see page 48)

WE SHALL OVERCOME

We shall overcome,
We shall overcome,
We shall overcome some day.
Oh, deep in my heart,
I do believe,
We shall overcome some day.

The Lord will see us through,
the Lord will see us through,
The Lord will see us through some day,
Oh, deep in my heart,
I do believe,
The Lord will see us through some day.

We're on to victory,
We're on to victory,
We're on to victory some day,
Oh, deep in my heart,
I do believe,
We're on to victory some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand some day,
Oh, deep in my heart,
I do believe,
We'll walk hand in hand some day.

We are not afraid,
We are not afraid,
We are not afraid today,
Oh, deep in my heart,
I do believe,
We are not afraid today,

The truth shall make us free,
The truth shall make us free,
The truth shall make us free some day,
Oh, deep in my heart,
I do believe,
The truth shall make us free some day.

We shall live in peace
We shall live in peace
We shall live in peace some day,
Oh, deep in my heart,
I do believe,
We shall live in peace some day.

VI. SKITS AND PLAYS

"Sooner or later, all the people of the world will have to discover a way to live together in peace ... we must evolve for all human conflict a method which rejects revenge, aggression and retaliation. the foundation of such a method is love."

Nobel Peace Prize
Acceptance Speech
December, 1964

VI. SKITS AND PLAYS

Schools may wish to utilize drama as a means of portraying events in Dr. King's life. The two plays included are provided by the New York State Department of Education.

The Superintendent of Public Instruction is very interested in receiving any information about any relevant drama. Please send to:

Gina May, Supervisor
Visual and Performing Arts
Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753-7389
SCAN 234-7389

WHAT IS A FRIEND?

by Kathryn S. Herr

CHARACTERS IN ORDER OF APPEARANCE:

MISS GREEN, THE TEACHER

DEBBIE, STUDENT #1

JEANETTE, MAIN CHARACTER, STUDENT #2

SANDRA, STUDENT #3

TRACY, STUDENT #4

MANAL, STUDENT #5

JULIE, STUDENT #6

SAKIKO, STUDENT #7

JACQUE, STUDENT #8

MAYDA, STUDENT #9

ONE OR TWO EXTRA STUDENTS MAY BE ADDED, WITH NONSPEAKING PARTS TO ADD TO THE CLASSROOM EFFECT.

PROPS NEEDED:

SCENE I: Chalkboard, chalk and eraser. Partitions to create a classroom effect. 10 chairs, 10 student notebooks, and 10 student pens. Classroom flag. Quote sheet from Martin Luther King, Jr.

SCENE II: Trees, any background scenery available such as backdrops of houses, flowers, or other props that will give the appearance of being outside. Bench or 3 chairs lined up to look like a bench. Bus stop sign propped up on a pole. Japanese outfit including kimono, fan, sandals, and makeup. Arabic outfit. French outfit including a beret. Spanish outfit including a Mexican hat and sandals. Any modern black American dress style. Cassette recorder and tapes of Japanese, Arabic, French, Spanish, and popular black American music. Also, recording of Martin Luther King, Jr.'s "I Have A Dream" speech.

SCENE III: Same props as in Act I. Also, change of clothes for teacher. "Ethnic" students are wearing ethnic clothes. Homework papers including Jacque's poem and Sandra's and Jeanette's compositions.

ACT I

SCENE ONE OPENS WITH A CLASSROOM SETTING. THE TEACHER AND CLASS ARE FACING EACH OTHER, BUT AT AN ANGLE, SO AS TO FACE THE AUDIENCE. THE STUDENTS ARE SITTING IN SEATS WITH NOTEBOOKS ON THEIR LAPS. THE TEACHER WILL WRITE AT A PORTABLE CHALKBOARD. THE NAME MARTIN LUTHER KING, JR. IS WRITTEN IN LARGE LETTERS ON THE BOARD. AS THE CURTAIN OPENS, THE TEACHER BEGINS TEACHING THE CLASS.

Miss Green: Please take out your social studies notebooks, class. Today we will be talking about the ideas of Martin Luther King, Jr. (STUDENTS OPEN THEIR NOTEBOOKS.)

Who can tell me what were the most important lessons Martin Luther King, Jr. taught us by his words and actions? (SEVERAL STUDENTS RAISE THEIR HANDS, AND MISS GREEN CALLS ON DEBBIE.) Debbie?

Debbie: He taught us not to be prejudiced.

Miss Green: Good, Debbie. What does it mean to be prejudiced?

Debbie: It means you don't like someone because of his race or color, even if he's nice.

Miss Green: That's a good explanation, Debbie. Is there anything anyone would like to add to that? Jeanette.

Jeanette: Miss Green, why do we have to like someone who is a different race or color. I think anyone who doesn't look like me is ugly.

Miss Green: Jeanette, you don't *have* to like someone *just* because he is a different color or race. That wasn't Martin Luther King's point. What he was trying to say was that your opinion of someone shouldn't be based on his color, but on his character. You know, the kind of person he is and how he treats others.

Jeanette: I still say, I don't like those foreign people. They talk funny, and I can't understand them.

Miss Green: Well, this is the very subject I want to discuss. I have a sheet of paper here with a quote on it from Martin Luther King, Jr. Who would like to read it?

(SEVERAL STUDENTS RAISE THEIR HANDS, AND THE TEACHER CALLS ON ONE. JEANETTE SLUMPS DOWN INTO HER SEAT, LOOKING PERPLEXED. TEACHER HANDS SHEET TO SANDRA AND SANDRA READS.)

Sandra: "I have a dream, that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Miss Green: Thank you, Sandra. This is a perfect summary of Martin Luther King's great hope in life. He wanted us to overcome some of the very attitudes we've seen in class today. He wanted us to get rid of our wrong attitudes toward others, which are not based on the truth. Can someone tell me some of the ways Martin Luther King, Jr. fought prejudice? (SEVERAL STUDENTS RAISE HANDS.) Tracy?

Tracy: Well, he believed you shouldn't fight someone if they don't like you, but you should stand up for your rights, only without fighting.

Miss Green: Good, Tracy. And what are some ways you could protest, without fighting?

Tracy: Well, some people refused to ride the buses after a lady was sent to jail for sitting in the front, just because she was black.

Miss Green: O.K. What else? Anybody? (SEVERAL STUDENTS RAISE HANDS.) Manal.

Manal: You could have protest marches, and just walk and carry signs instead of starting riots.

Miss Green: Excellent! These are all very good answers. Martin Luther King taught that you'll never get anyone to stop hating you by hating them back. But if you treat them with respect and demand back that respect by legal and fair actions, they will learn not to be prejudiced. Now, what if you're on the other side? How can you learn not to be prejudiced toward others? (STUDENTS RAISE HANDS, AND TEACHER CALLS ON DEBBIE.) Debbie?

Debbie: You could get to know them before you decide whether or not you like them. Don't judge a book by its cover.

Miss Green: That's true. Anyone else?

Tracy: If you meet someone from another race and he's nasty, don't start thinking everyone from that race is the same way.

Miss Green: That's a very good point, Tracy. Jeanette, what do you think about what we've said so far?

Jeanette: Oh, I don't know. I think they should have sent those other black people to jail, too. After all, if they were stupid enough to risk their own necks for some dumb old lady they didn't even know, they deserved to be put in jail!

Miss Green: Jeanette! That's not the right attitude! They did that because they cared about someone besides themselves! It was very noble of them!

Jeanette: Well, *I* don't care about anyone else.

Julie: (TO HERSELF): That's obvious!

Jeanette: Why should I go through all that hassle, when there's nothing in it for me?

Miss Green: Sometimes we need to consider other people, Jeanette. And besides, you might find out you help yourself more than you thought you would by helping others.

(JEANETTE GIVES MISS GREEN A DISGUSTED LOOK. SHE ROLLS HER EYES AND SIGHS, TWISTING HER MOUTH IN AN EXPRESSION THAT BETRAYS HER LACK OF FAITH IN THE TEACHER'S WORDS. TEACHER CONTINUES, BUT THIS TIME ADDRESSING THE WHOLE CLASS.)

Well, I think we need to continue this discussion tomorrow. Meanwhile, your homework is to write a composition or a poem about Martin Luther King, Jr. telling what he taught us about how we should treat others.

STUDENTS GATHER UP THEIR NOTEBOOKS AND EXIT STAGE RIGHT. TEACHER REMAINS, WRITING HOMEWORK ASSIGNMENT AT TOP OF CHALKBOARD, AS THE CURTAIN CLOSES.

End of Act I

ACT II

SCENE OPENS OUTSIDE OF SCHOOL. BACKGROUND SCENERY INCLUDES TREES AND, IF POSSIBLE, BACKDROPS OF HOUSES. AT FRONT CENTER OF STAGE IS LOCATED A BUS STOP SIGN, AND NEXT TO IT A BENCH. AFTER CURTAIN IS FULLY OPEN, JEANETTE AND JULIE WALK ONTO STAGE FROM STAGE LEFT. THE TWO WALK SLOWLY, NOTEBOOKS IN HAND, AND STOP IN FRONT OF THE BENCH. THEY REMAIN STANDING WHILE THEY TALK.

Jeanette: You know, Julie, I haven't even been here a year yet, and I don't think I like this school very much. That teacher jumps on me every time I say anything. And besides, I hardly have any friends here. You're my only friend.

Julie: I don't know, Jeanette. I think it's a pretty nice school myself. At least (PAUSE), *I* never had any problems with it.
(AS SHE IS SAYING THIS, A JAPANESE CLASSMATE ENTERS, STAGE RIGHT, AND IS READING HER NOTEBOOK. JULIE NOTICES HER AND POINTS TO HER.)

Look, here comes one of our classmates now. (CLASSMATE SEES THE TWO GIRLS AND WALKS UP TO THEM.) Hi, Sakiko! What's up?

Sakiko: (TO JEANETTE): Wa-ta-shi-wa a-na-ta-no tomodachi des. I want to be your friend. (STRETCHES OUT HER HAND.)

Jeanette: (REFUSING TO SHAKE HER HAND AND SLIGHTLY CRINGING): I can't be your friend. I don't like Japanese people. They're dumb, eating fish all the time.
(SAKIKO SUDDENLY LOOKS VERY SAD AND WALKS OFF, STAGE LEFT.)

Julie: That wasn't very nice, Jeanette.

Jeanette: I can't help it. They sound weird, and they give me the creeps.

Julie: Well, I'm gonna sit down. I'm getting tired of standing.
(SITS DOWN AT BUS STOP BENCH AND TURNS HEAD TO SIDE, AS IF TO LOOK AT PASSING CARS. SOON, MANAL COMES BY.) Hey, there's Manal.

Manal: Anna beheb tkuni sahebti. I want to be your friend. (PUTS HER HAND OUT.)

Jeanette: I don't want to be friends with you. You're Arabic, and you talk funny.

Manal: (GETS VERY SAD): Oh, sorry. (PUTS HER HEAD DOWN DEJECTEDLY AND SLUMPS AWAY, STAGE LEFT.)

Julie: (LOOKING DISGUSTEDLY AT JEANETTE): Tsk, Jeanette, Manal is a nice girl! Why did you say that?

Jeanette: I told you, those Arabic people talk funny.

JULIE ROLLS HER EYES AND BEGINS TO IGNORE JEANETTE. FROM NOW ON, JULIE IGNORES JEANETTE'S CONVERSATIONS WITH OTHER STUDENTS, BUT LOOKS MORE DISGUSTED WITH EACH SMART REMARK JEANETTE GIVES. NOW A FRENCH CLASSMATE COMES SHUFFLING BY, AND STOPS AT THE BUS STOP. JULIE LOOKS UP AT THE STUDENT WITH A DISCOURAGED EXPRESSION AS SHE GREETS HIM.

Julie: (TIREDLY): Hello, Jacque. (JULIE LOOKS DOWN AGAIN.)

Jacque: (ADDRESSING JEANETTE): Bonjour, Jeanette, je voudrais etre ton ami. I want to be your friend.

Jeanette: Are you crazy? French people don't have any friends. They're too stuck up!

Jacque: I'm sorry, I didn't realize... (JACQUE HOLDS NOTEBOOK CLOSE TO SIDE AND LEAVES QUICKLY, STAGE LEFT.)

Julie: (REFERRING TO JEANETTE, SAYS TO AUDIENCE): Talk about stuck up!
(FROM STAGE LEFT ENTERS MAYDA.)

Julie: Hi, Mayda!

Mayda: (LOOKING DOWN AT JULIE): Hola! (LOOKS UP AT JEANETTE) Que pasa? Quiero ser tu amigo. I want to be your friend.

Jeanette: Well, no, I don't think so. You people talk too fast, and when you get going with that Spanish, I can't understand a thing you're saying.

Mayda: Ay, perdon! No quiero molestarte!

(TURNS HER HEAD AND STOMPS OFF ANGRILY. EXITS, STAGE RIGHT. IMMEDIATELY FOLLOWING, A BLACK GIRL COMES OUT FROM STAGE LEFT, SHUFFLING AS SHE WALKS ALONG.)

Sandra: What's up?
(MOVES HER ARM IN AN UPWARD GESTURE WITH HER HAND EXTENDED AND HER FINGERS OPEN.)
Hey, Jeanette, I hear you need some friends. What are you doing after school tomorrow?

Jeanette: Forget it, Sandra. I don't feel like hanging around with someone who would refuse to ride a bus because of some dumb lady.

Sandra: Hey, I don't need to hear that jive! I've got other friends, you know! (RUNS OFF STAGE RIGHT.)

FINALLY JULIE LOOKS UP AT JEANETTE, SHAKING HER HEAD.

Julie: No wonder you don't have any friends! Anyone who tries to become your friend, you're just too good for them!
(STANDS UP AND LOOKS HER IN THE EYE WITH AN ANGRY EXPRESSION.)
And if you're too good for *them*, then you're too good for *me*!
(TURNS QUICKLY AND STORMS OFF, STAGE LEFT.)

JEANETTE STANDS WITH ARMS AT SIDES AND WATCHES WITH EYEBROWS RAISED AS JULIE WALKS OFF. SHE PAUSES FOR A MINUTE AND TURNS HER HEAD SLOWLY TOWARD THE AUDIENCE. THEN SHE TALKS TOWARD THE AUDIENCE.

Jeanette: Gee (PAUSES, THEN SAYS SLOWLY), now I don't have any friends! (LOOKS DOWN AT FLOOR, PAUSES, THEN LOOKS UP AGAIN.) Maybe I'd better think about this!

AS JEANETTE STANDS LOOKING INTO THE AUDIENCE, THE SOUND OF MARTIN LUTHER KING'S VOICE IS HEARD, GIVING HIS SPEECH "I HAVE A DREAM". JEANETTE BOWS HER HEAD DOWN AND CURTAIN CLOSES, WHILE MARTIN LUTHER KING CONTINUES TO SPEAK.

End of Act II

ACT III

SCENE IS THE SAME AS IN ACT ONE, BUT TEACHER IS DRESSED DIFFERENTLY, AND STUDENTS ARE WEARING ETHNIC CLOTHES. AS TEACHER IS ERASING HOMEWORK AND WRITING THE DATE AT THE BOARD, STUDENTS ENTER IN SMALL CLUSTERS, TALKING QUIETLY. THEY BRING THEIR NOTEBOOKS AGAIN, AND SIT DOWN AT THEIR SEATS. TEACHER TURNS AROUND, NODS HELLO TO A FEW STUDENTS, AND WAITS FOR THEM TO SETTLE IN BEFORE SPEAKING.

Miss Green: Good morning, class. As I promised you yesterday, today we will continue to discuss what we have learned from Martin Luther King's example. Please take out your homework.
(STUDENTS TAKE OUT NOTEBOOKS AND SHUFFLE PAPERS UNTIL EACH HAS A SHEET OF PAPER ON TOP OF HIS OR HER NOTEBOOK.)
I asked you all to write a poem or composition about how we should treat others, and what Martin Luther King, Jr. taught us. Who would like to volunteer to read his work?
(SEVERAL STUDENTS RAISE HANDS, AND THE TEACHER CALLS ON JACQUE.) Jacque?

Jacque: "The Dream," by Jacque Henhawk

There was a man,
his name was Martin King, Jr.
He had a dream,
a dream of peace and joy
to all his people.
He had a dream that he
would be like everyone else.
He had a dream to be
free from all his nightmares.
He had a dream.
His dream came true.

(Poem written by Lewrence Henhawk, student, Herman Badillo Community School, Buffalo)

Miss Green: That was beautiful, Jacque. May I keep it, to hang it up?
(JACQUE SHRUGS HIS SHOULDERS AND HANDS PAPER TO THE TEACHER.)
Who would like to be next?
(STUDENTS RAISE HANDS AND TEACHER CALLS ON SANDRA.) Sandra.

Sandra: *Dr. Martin Luther King, Jr.* by Sandra Comer

Dr. Martin Luther King, Jr. was a very nice man. He wanted peace in the world. He wanted nonviolence. He didn't want his children judged by the color of their skin, but by the content of their character. White people didn't like black people. They were prejudiced. Black people wanted freedom. We wanted to be treated just like everyone else. They risked their lives and fought for our freedom. The other people still wanted segregation. When the black people sang and fought for our rights, the white people had water hoses and killed some of the people. Dr. Martin Luther King, Jr. got put in jail for stupid reasons and no reasons at all. The white people just made up lies. He couldn't do anything, so he was put in jail. He got shot in Memphis, Tennessee in 1968 on the balcony of a motel. The end.

(Composition written by Donet Comet, student, Herman Badillo Community School, Buffalo)

THERE IS A PAUSE OF SILENCE FOR A FEW MOMENTS, WHILE TEACHER IS LOOKING DOWN TOWARD THE FLOOR. FINALLY SHE LOOKS UP TO THE CLASS AND SPEAKS.

Miss Green: Sandra, that's a very moving composition. I would like to keep that also. It shows you really understand what Martin Luther King, Jr. was all about.
(PAUSES FOR A MOMENT.)
Now, I want to hear just one more composition. Jeanette, please read to me what you have written.

Jeanette: Well, Miss Green, I guess I had to do some thinking yesterday. I was going to write how I learned that some people are really dumb for trying to do something for someone else when there's nothing in it for them, or trying to be friends with someone when they come from a different race and you don't understand them. But, after I thought about it for a while, I realized I made a mistake.
(PAUSES, LOOKS DOWN AT PAPER.)
So, anyway, this is what I wrote:

What is a Friend? by Jeanette Smith

What is a friend? How should you choose your friends? This is a question we all need to ask ourselves. Some people think you should only become friends with people who are just like you – they look like you, they talk like you, they eat the same kinds of foods as you and they like all the same kinds of things. Also, they have to be the same color; otherwise they don't count. Well, I found out the hard way that this is a mistake. If everyone who is different from you doesn't count, you won't have any friends left because no one is really exactly like you. Besides, I don't know if I would want friends like me because I haven't been very nice to people who tried to become my friends.

AT THIS TIME THE STUDENTS WHO HAD TALKED TO JEANETTE OUTSIDE START TO PERK UP AND BECOME VERY ATTENTIVE. JEANETTE CONTINUES.

We learned in class that Martin Luther King, Jr. said you should judge a person not by the color of his skin but by the content of his character. When I judged people by the color of their skin, *I* didn't show much character. Now I realize *they* were the real friends, and I was no friend at all.

Since I lost all my friends, I am very sad. I made a mistake. It's no fun being alone – you *need* your friends. I didn't do a very nice thing, but I hope my classmates will forgive me. Now I know I need all my friends, from *every* culture.

The lesson I learned from Martin Luther King, Jr. is that if you want to have a friend, you need to respect other people's differences and not look down on them. You can't judge them if they're not perfect, because you're not perfect either. (PAUSES.) What is a friend? I learned that it is someone who treats you kindly and cares enough to try to make friends with you. Finally, I learned that in order to *have* a friend, you need to *be* a friend.

The End, Jeanette Smith.

AT THIS POINT, JULIE AND THE FIVE STUDENTS WHO HAD TRIED TO MAKE FRIENDS WITH JEANETTE START CLAPPING, AND ONE BY ONE THE WHOLE CLASS JOINS IN, FIRST QUIETLY, THEN LOUDLY, CONTINUING UNTIL THE CURTAIN CLOSES.

END

The Decision: Dr. Martin Luther King, Jr.

by Cynthia Mathews

Characters:

Teacher
Michael
Michelle
Maia
Manh
Stokely Carmichael
Malcolm X
Dr. Martin Luther King, Jr.

As the *audience* enters the theatre, the lights should be just low enough for ushers to escort the *audience* to their seats.

Setting: Stage should actually reflect two independent settings.
First and primary should be a "classroom" and secondly a "jail cell," illusionary but essential.

Visual: Filmstrip (15-20 min.): *Rev. Dr. Martin L. King, Jr. 1929-1968*, Singer SVE, Society for Visual Education, Inc., 1972. Available from Afro-Am. See Appendix.

Sound: Cassette

Teacher: Michael, will you please shut off the projector. Before we looked at this film, Michael asked me who Dr. Martin Luther King, Jr. was and what he had done to become so important. Now I ask you, Michael, can you tell me who Dr. Martin Luther King, Jr. was and why he became famous?

Michael: He was a black man who helped his people.

Michelle: Yes, but according to the film, Dr. King was interested in helping all people who were poor and in need.

Teacher: Can you give me an example?

Michelle: Yes. When he was assassinated on April 4, 1968, in Memphis. He was there in support of a strike by sanitation workers.
(LIGHTS SHOULD FADE DOWN ON *TEACHER* AND PICK UP ON *STRIKERS*, BUT *TEACHER'S* VOICE STILL HEARD.)

Teacher: Yes, Dr. Martin Luther King, Jr.'s popularity had grown by leaps and bounds, and he was constantly being called upon for advice. Dr. King was in the process of organizing his Poor People's March on Washington when he was consulted as "the Philosopher of Nonviolence" about the plight of striking garbage collectors in Memphis, Tennessee. These garbage collectors were working under poor conditions and for very low wages. They had been on strike for two months and the mayor had refused even to consider the workers' request for a modest wage increase.
(SPOT SHOULD COME UP ON CLASSROOM.)

Michael: Why did he go around helping people?

Teacher: Dr. King had proved himself to be a person of great dedication with serious concerns about the various discriminations suffered by Americans. His reputation for being fair and just on such issues had spread, and his popularity made him a man in demand to settle potentially violent matters with a very peaceful approach.

Maia: How was he able to remain peaceful while people treated him so badly?

Teacher: Dr. King became internationally known as an advocate for Mohandas Gandi's theories of passive resistance.
(WHILE *TEACHER* EXPLAINS "PASSIVE RESISTANCE" TO THE CLASS THE LIGHTS DIM OFF THE CLASSROOM SCENE AND A SPOT COMES UP ON DR. KING, SITTING IN A JAIL CELL. THE *TEACHER'S* VOICE IS STILL HEARD.)

Teacher: "Passive" means not opposing. So when you engage in passive resistance, you receive or suffer the offenses of your opponent without resistance, thus exposing the opposition's wrongdoings.
(LIGHTS SHOULD FADE OFF CLASSROOM.)

Dr. King: (Excerpts from a "Letter from a Birmingham Jail," April 16, 1965)

Let us consider a more concrete example of just and unjust laws. An unjust law is a code by which a numerical or power majority group compels a minority group to obey, but does not make it binding on itself. This is *difference* made legal. By the same token, a just law is a code by which a majority compels a minority to follow and that it is willing to follow itself. This is *sameness* made legal.
(LIGHTS FADE DOWN ON DR. KING AND SPOT PICKS UP CLASSROOM.)

Maia: Were there other black leaders who helped Dr. King in his fight for peace?

Teacher: Yes, there were several other leaders and organizations addressing these issues about racism and discrimination.

The NAACP had a history of fighting racism, but often it took a long drawn out court procedure which wasn't always apparent to the masses of the people. Change was slow and in many instances painful. Roy Wilkins was the national president of this organization.

Then there was Malcolm X, a young minister in a Muslim organization called the Nation of Islam. He subscribed to the philosophy of his religious beliefs that the white man was the "devil" and was to be avoided by blacks. Because of this belief and this philosophy of separatism for black people, he was labeled militant.
(LIGHTS GO DOWN ON CLASSROOM AND UP ON MALCOLM X AND MARTIN SIMULTANEOUSLY.)

Malcolm X: (Excerpt taken from *The Autobiography of Malcolm X*)
"How can the white American government figure on selling 'democracy' and 'brotherhood' to non-white peoples – if they read and hear every day what's going on right here in America, and see the better-than-a-thousand-words photographs of the American white man denying 'democracy' and 'brotherhood' even to America's native-born non-white?...Such a faithful, loyal non-white as this – and jails him by the thousands, and beats him bloody, and inflicts upon him all manner of other crimes."

Martin: All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority....
(LIGHTS DIE DOWN, STAGE SHOULD BE IN TOTAL DARKNESS.)

Manh: Were any young people involved?

Teacher: Yes. SNCC (pronounced "snick" and standing for Student Nonviolent Coordinating Committee) was founded in April, 1960. These students were very instrumental in the success of the sit-ins and the voting rights drive staged throughout the South; and in 1966 when Stokely Carmichael took command of the Student Nonviolent Coordinating Committee, he coined the slogan "Black Power."
(LIGHTS DOWN ON CLASSROOM AND UP ON STOKELY CARMICHAEL.)

Stokely: (Yelling with intense, outraged fury)

People: Black Power! Black Power! Black Power!

Stokely: Black Power! Black Power! Black Power! Blacks will never be free in America until we cut ourselves off from white leadership, form our own organizations, banks, businesses and political parties, and write our own history. Black Power! Black Power!

People: Black Power!
(LIGHTS FADE DOWN ON CROWD AND PICK UP MALCOLM X.)

Malcolm: Is it clear why I have said that the American white man's malignant superiority complex has done him more harm than an invading army?
(LIGHTS FADE DOWN ON MALCOLM AND PICK UP ON CLASSROOM.)

Teacher: After the success of the 1955 bus boycott in Montgomery, Alabama in 1957, Dr. King formed the Southern Christian Leadership Conference (SCLC) to encourage blacks to break down the nation's racial barriers by peaceful means.

As you can see, there was great division among black leaders as to what action should be taken to fight this veil of racism, shadowing over America's people.

Beginning in 1965 and extending through 1967, over 100 riots broke out across America. Urban violence signaled that the civil rights revolution was shifting from the South to the North.
In the words of Charles Dickens from his most popular novel, *A Tale of Two Cities*, "It was the best of times, it was the worst of times."
(Marchers carrying letters, "March On Washington -- 1968")

Manh: It appears to me that the American people's decision to accept Dr. Martin Luther King's philosophy of passive resistance for civil rights was accented during the 1963 historic March on Washington, which was an unprecedented gathering of black and white leaders and more than 250,000 marchers, all demonstrating for civil rights. Did Dr. King ever march in the North to help combat the unrest found in the cities there?

Teacher: Yes. The rebellions were at first entirely spontaneous and unorganized eruptions, but they had an underlying drive, a basic logic. most of the attacks and looting were directed against white merchants who had exploited the black community.

More and more, the people began to organize in their opposition to such issues as voter registration and union representation.

Now, Michael, we have had quite a lengthy discussion about Dr. King. Can you profile his life in a summary for the class?
(MICHAEL STANDS UP AND MOVES TO CENTER STAGE. WHILE THE LIGHTS FADE ON CLASSROOM, THE NATIONAL ANTHEM IS HEARD PLAYING SOFTLY IN THE BACKGROUND.)

Michael: (Excerpt taken from *Ebony-Pictorial History*)
Before his death at the age of thirty-nine, Martin Luther King, Jr. had won the world's respect and admiration as a leader of the civil rights protests that began with the Montgomery Bus Boycott in 1955 and ended with his assassination in Memphis on April 4, 1968. In one confrontation after another he urged nonviolence, and masses of people responded by restraining themselves despite the most flagrant provocations. His followers in these dangerous, but necessary, protests and demonstrations acquired a new sense of pride and dignity as they knocked down some of the old feudal barriers.

While many of the black militants disapproved of Dr. King's goals and tactics, none questioned his courage and dedication. Despite the formation of such radical organizations, and the increasingly radical programs of SNCC, he steadfastly maintained a faith in nonviolence as a means of achieving black liberation.

(LIGHTS SHOULD BLINK OFF LEAVING ONLY A PROJECTED PICTURE OF DR. KING, JR. SHOWING ON A SCREEN AND THE SOUND OF THE NATIONAL ANTHEM IN THE BACKGROUND. AT THE END OF THE MUSIC, HOUSE SHOULD GO BLACK.)

THE END

PRODUCTION NOTES

Playing Time:	80 minutes (includes showing of filmstrip)
Cast:	4 males, teacher (optional), 3 females
Stage Furniture:	4 desks and 4 chairs, portable chalkboard, film projector and cassette player, screen, bench and a facsimile of prison bars
Hand Properties:	picket signs, letters
Costumes:	Modern American
Lights:	mainly color spots fading in and out on settings; no special effects; SCRIM could be used to project following: a) picketers b) crowd with Stokely Carmichael c) marchers with letters

VII. DRAMATIC READINGS

"When we allow freedom to ring, when we let it ring from every village... from every state and every city, we will be able... to join hands and sing... 'Free at last, Thank God Almight, we are free at last.'"

I Have A Dream
August, 1963

VII. DRAMATIC READINGS

There are a number of quotes which may be used from a number of sources for a variety of occasions. Please refer to one of the teaching manuals and to Dr. King's writings such as: Why We Can't Wait, Where Do We Go From Here; Choas or Community?, Strength To Love (A Compilation of Dr. King's Most Requested Sermons), and Trumpet of Conscience.

Speeches and Sermons: "Free At Last," "Letter from Birmingham Jail," "Reflections on Chicago, 1965", "I've Been to the Mountain Top", and "I Have a Dream."

LETTER FROM BIRMINGHAM CITY JAIL (Excerpt)

by

Martin Luther King, Jr.

(From Birmingham jail, where he was imprisioned as a participant in non-violent demonstrations against segregation in April, 1963, Martin Luther King, Jr. wrote a letter from which the following was excerpted.

"We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse-and-buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five-yer-old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"--then you will understand why we find it difficult to wait."

"From pp. 83-84 in "Letter from Birmingham Jail"--April 16, 1963 - in WHY WE CAN'T WAIT by Martin Luther King, Jr. Copyright 1963 by Martin Luther King, Jr. By permission of Harper and Row, Publishers, Inc."

I HAVE A DREAM

In 1963, President Kennedy sent a civil rights bill to Congress. The intent of this legislation was to add the power and influence of the federal government to the Black civil rights movement.

The bill was soundly opposed by many in Congress. They particiularly argued with the outlawing of discrimination in public accommodations as a violation of the propety rights of those who might want to refuse service to certain people.

In order to protest discrimination and demonstrate to the Congress the strength of the civil rights movement, Black leaders planned a "March on Washington". Many other civic and religious groups joined in this endeavor.

More than 200,000 Americans of all races, religions, and creeds gathered in Washington, D.C. on August 28, 1963. The march went from the Washington Monument to the Lincoln Memorial.

Once the crowd arrived at the Memorial, Dr. Martin Luther King, Jr. delivered one of his most famous speeches, "I have a dream". It was a truly moving speech heard by those present at the march as well as by thousands of television viewers.

VIII. APPENDIX

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

I Have a Dream
August, 1963

Exhibit 1

NINETY-EIGHTH CONGRESS OF THE UNITED STATES OF AMERICA

At the Second Session

Begun and held at the City of Washington on Monday, the twenty-third day of January, one thousand nine hundred and eighty-four

AN ACT

To establish a commission to assist in the first observance of the Federal legal holiday honoring Martin Luther King, Jr.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress finds that--

(1) January 20, 1986, marks the first observance of the Federal legal holiday, established by Public Law 98-144, honoring the birthday of Martin Luther King, Jr.;

(2) such holiday should serve as a time for Americans to reflect on the principles of racial equality and nonviolent social change espoused by Martin Luther King, Jr.; and

(3) it is appropriate for the Federal Government to coordinate efforts with Americans of diverse backgrounds and with private organizations in the first observance of the Federal legal holiday honoring Martin Luther King, Jr.

SEC. 2. There is established a commission to be known as the Martin Luther King, Jr. Federal Holiday Commission (hereinafter in this Act referred to as the "Commission").

SEC. 3. The purposes of the Commission are--

(1) to encourage appropriate ceremonies and activities throughout the United States relating to the first observance of the Federal legal holiday honoring Martin Luther King, Jr., which occurs on January 20, 1986; and

(2) to provide advice and assistance to Federal, State, and local governments and to private organizations with respect to the observance of such holiday.

SEC. 4. (a) The Commission shall be composed of--

(1) four officers from the executive branch, appointed by the President;

(2) four Members of the House of Representatives, appointed by the Speaker of the House of Representatives in consultation with the minority leader of the House of Representatives;

(3) four Senators, appointed by the President pro tempore of the Senate in consultation with the majority and minority leaders of the Senate;

(4) Coretta Scott King and two other members of the family surviving Martin Luther King, Jr., appointed by such family;

(5) two individuals representing the Martin Luther King, Jr. Center for Non-Violent Social Change (a not-for-profit organization incorporated in the State of Georgia), appointed by such organization; and

(6) fourteen individuals other than officers of employees of the United States or Members of Congress, appointed by the members of the commission under paragraphs (1) through (5) of this subsection from among individuals representing diverse interest groups, including individuals representing labor, business, civil rights, and religious groups, and entertainers.

(b) Not more than half of the members of the Commission appointed under each of paragraphs (2), (3), (5), and (6) of subsection (a) shall be of the same political party.

(c) Members shall be appointed for the life of the Commission. Any vacancy in the Commission shall not affect its powers, but shall be filled in the manner in which the original appointment was made.

(d) Members of the Commission shall serve without pay, but may, subject to section 7, be allowed travel expenses, including per diem in lieu of subsistence, while away from their homes or regular places of business in the performance of services for the Commission.

SEC. 5. (a) The Commission shall first meet within 30 days after the date of the enactment of this Act. At this first meeting the Commission shall elect a chairperson from among its members and shall meet thereafter at the call of the chairperson.

(b) The Commission may encourage the participation of, and accept, use, and dispose of donations of money, property, and personal services from, individuals and public and private organizations to assist the Commission in carrying out its responsibilities under this Act.

(c) The provisions of the Federal Advisory Committee Act, shall not apply to the Commission established under this Act.

SEC. 6. (a) The Commission may appoint a director and a staff of not more than five persons, without regard to the provisions of title 5, United States Code, governing appointments in the competitive service. Subject to section 7, the Commission shall set the rates of pay for the director and staff, except that the director may not be paid at a rate in excess of the maximum rate of pay payable for grade GS-18 of the General Schedule under section 5332 of title 5, United States Code, and no staff member may be paid at a rate in excess of the maximum rate of pay payable for grade GS-18 of such General Schedule.

(b)(1) Upon the request of the commission, the head of any department or agency of the United States may detail, on a non-reimbursable basis, any of the personnel of such department or agency to the Commission to assist it in carrying out its responsibilities under this Act.

(2) Each head of such department or agency is authorized to cooperate with and assist the Commission in carrying out its responsibilities under this Act.

SEC. 7. All expenditures of the Commission shall be made from donated funds.

SEC. 8. Not later than April 20, 1986, the Commission shall submit a report to the President and the Congress concerning its activities under this Act.

SEC. 9. The Commission shall cease to exist after submitting its report under section 8.

Thomas P. O'Neill

Speaker of the House of Representatives

Strom Thurmond

~~*Vice President of the United States and*~~ *President of the Senate pro Tempore.*

APPROVED

AUG 27 1984

Ronald Reagan

Exhibit 2

SUBSTITUTE HOUSE BILL NO. 69

State of Washington 48th Legislature 1984 Regular Session

by Committee on State Government (originally sponsored by Representatives Wang, Johnson, Burns, Niemi, Allen, Locke, Patrick, Smitherman, O'Brien, Fisher, D. Nelson, Belcher, Lux, Egger, Powers, Rust, Addison, Charnley, McClure and Lewis)

Read first time February 1, 1984.

AN ACT Relating to holidays; and amending section 13, chapter 283, Laws of 1969 ex. sess. as last amended by section 2, chapter 24, Laws of 1975-'76 2nd ex. sess. and RCW 28A.02.061.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

Sec. 1. Section 13, chapter 283, Laws of 1969 ex. sess. as last amended by section 2, chapter 24, Laws of 1975-'76 2nd ex. sess. and RCW 28A.02.061 are each amended to read as follows:

The following are school holidays, and school shall not be taught on these days: Saturday; Sunday; the first day of January, commonly called New Year's Day; the third Monday of January, being celebrated as the anniversary of the birth of Martin Luther King, Jr.; the third Monday in February, being the anniversary of the birth of George Washington; the last Monday in May, commonly known as Memorial Day; the fourth day of July, being the anniversary of the Declaration of Independence; the first Monday in September, to be known as Labor Day; the eleventh day of November, to be known as Veterans' Day; the fourth Thursday in November, commonly known as Thanksgiving Day; the day immediately following Thanksgiving Day; the twenty-fifth day of December, commonly called Christmas Day: PROVIDED, That no reduction from the teacher's time or salary shall be made by reason of the fact that a school day happens to be one of the days referred to in this section as a day on which school shall not be taught.

CO-CHAIRS

Senator George Fleming and Representative Jesse Wineberry

HONORARY CHAIR - Governor Booth Gardner

COMMISSION MEMBERSHIP *

Teresa Aragon	Paul Gautier	Princess Jackson Smith	Joseph Olanier	Henry Beauchamp
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Eric Bremner	Herb Bridge	Randolph Carter, Jr.	Dr. William Cate	Father John Cornelius
Jeff Day	Rev. Jewel B. DeWitty	Freddie Mae Gaulter	Maxine Hayes	Monteria Hightower
Puni Hokea	Alice Houston	Emory Bundy	Charlie James	Dr. Leon Jones
Robert Kelly	Phyllis Kenney	Rep. Gary Locke	Dr. Ernest Martinez	Dr. Samuel McKinney
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Norman Rice	Fordie Ross	Eddie Rye	Robert Santos	Joseph Scott
Sam Smith	Father William Sullivan	Bishop Melvin Talbert	Walt Hubbard	Bob Walsh
Jeri Ware	Larry Gossett	Bernie Whitebear	Clarence Williams	James Williams
J. Thomas Wood	Dr. Woodhouse	Lacy Steele	Larry Greene	David Baugh
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Senator McDermott	Lenny Wilkins	Delores Sibonga	Henry Aronson	

* 1986

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Bob Walsh	Mary Moore	Mona Bailey
Emory Bundy	Deloris McWashington	Ken Alhadeff
Tom Dixon	Skip Rowlands	Princess Jackson Smith
Bob Santos	Phyllis Kenney	Janice Perry
	Chris Bennett	

STANDING COMMITTEES

FINANCE AND BUDGET COMMITTEE	PROGRAM COMMITTEE	EDUCATION COMMITTEE	PUBLICITY COMMITTEE
Chair: Bob Walsh	Chair: Freddie Mae Gaulter	Chair: Mona Bailey	Chair: Dr. Constance Rice

FINANCE & BUDGET SUBCOMMITTEES

Corp. Contrib.	Souvenier Book	Everett Budget & Revenues	Legal Counsel
Funds & Resources	Ad/Sales	Seattle	
Waivers	Printing	Tacoma	
Staff		Olympia	

PROGRAM SUBCOMMITTEES

Seattle	Tacoma	Olympia
Entertainment	Entertainment	Entertainment
Facilities	Facilities	Facilities
Scheduling	Scheduling	Scheduling
Speakers	Speakers	Speakers

PUBLICITY SUBCOMMITTEES

Media/Press	Advertising	Interstate	Invites
Newspapers	Newspapers	Eastern WA	Letters
Radio	Radio & T.V. PSA's	S.W. Wash.	Printed Invites
Television	Metro Bus	N.W. Wash.	Addressing
	Posters	Central Wash.	

Exhibit 4

MARTIN LUTHER KING, JR. COMMISSION

STATE OF WASHINGTON

EDUCATION COMMITTEE

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Councilman Henry Beauchamp
City of Yakima

Ms. Kay Bullitt

Dr. Alice V. Houston

Mr. Bob Kelly

Dr. Samuel Kelly

Dr. Donald Phelps

Dr. Joseph W. Scott

Dr. Paull H. Shinn

Ms. Bobbie Stern

Ms. Jeri Ware

Dr. Wayne Williams

Dr. Rossalind Y. Woodhouse

Exhibit 5

MARTIN LUTHER KING, JR. K-12 EDUCATION SUBCOMMITTEE

ROSTER

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Ms. Kay Bullitt
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Mr. Gerrit Kischner, Student
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Ms. Mildred Seales
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Ms. Ruth Starke
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Mr. Robert Stephens
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Ms. Emma Walker, Principal
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Mrs. Jeri Ware
Office, Congressman Mike Lowry
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Spokane, WA 99204
Phone: (509) 455-4520

Exhibit 6

TWIN RIVERS CORRECTION CENTER MLK JR. HOLIDAY COMMITTEE

Robert Kelly, MLK Holiday Commissioner
Dr. Hal Kelly, Education Counselor/Registrar
Kathleen Brennan, Instructor, Dev. Ed/Careers
Vicki Roberts, TRCC Community Resource Coordinator

INMATE COMMITTEE:

Bruce Lewis, CH.
Dave Fulton
Dan Stolee
Charles Jackson

The birthdate of Dr. Martin Luther King, Jr., has been observed as a school holiday in the Seattle Public Schools since 1971.

MARTIN LUTHER KING, JR.

Martin Luther King, Jr., was born in Atlanta, Georgia, on January 15, 1929. Father, Martin Luther King, Sr., was the pastor of the Ebeneezer Baptist Church there. Martin's mother, Alberta Williams King, had been a school teacher until she married his father. There were two other children in the family, an older sister and a younger brother.

Martin and his sister and brother were exposed to books and ideas as children because their parents believed education was the way to a better life. The youngsters were expected to work hard, to be thrifty, and to be honest and courteous in their dealings with others.

When Martin was five, his older sister, Chris, was enrolled in elementary school. For a while he attended school with her, but when his age was discovered, he was dismissed until the next year. During elementary and high school, Martin's ability made it possible for him to skip some grades. After sixth grade, he went to Atlanta University Laboratory High School for one year and then completed high school at Booker T. Washington Public High School.

Martin held various jobs while he was in school. At the age of eight he sold newspapers. At 13 he worked as a carrier for the Atlanta Journal. In a short time he was promoted to assistant manager of one of the paper's deposit stations. In this job he helped the manager supervise the newsboys.

Since it was the family policy not to ride in the segregated buses of Atlanta, Martin seldom experienced the humiliations of segregated transportation. One such incident occurred when he was a senior in high school. His speech teacher took some students to Valdosta, Georgia, to participate in a speech contest. Martin was one of the contestants. On their return trip, they had to change buses at Macon. The students were seated when white passengers entered the bus. There were no seats available, so the bus driver ordered the Blacks to give their seats to the new passengers. The students ignored the driver for a time, but finally gave in to their teacher's request that they stand. "It was a night I'll never forget," Matin recalled.

At the age of 15 Martin was ready for college. Morehouse College in Atlanta was a natural choice; his grandfather and father had attended this famous Baptist school. As a freshman at Morehouse College he read Henry David Thoreau's essay On Civil Disobedience. This was perhaps his first contact with the idea of non-violent resistance. Thoreau had refused to

pay his taxes and had gone to jail over his protest to the Mexican-American War. Young King was very impressed by the idea of non-violent protest and would act on it in years to come.

Martin could not make up his mind whether to be a doctor or a preacher. By the time he graduated from Morehouse in June, 1948, he was 19 and had decided to join the ministry. At Crozier Theological Seminary in Chester, Pennsylvania, he studied history, philosophy and theology, and in 1951 he received his Bachelor of Divinity degree. It was during this time that he became impressed with the teachings of Mahatma Gandhi, the famous East Indian leader and philosopher. King was impressed by the gentle character of Gandhi and also by the effectiveness of Gandhi's non-violent methods of protest. Gandhi's technique seemed to fit with both Thoreau's ideas and Christian principles. King believed that if Blacks did not use violence when they were attacked or insulted, it would show how hateful and unintelligent prejudiced people really are.

After a summer vacation, young King enrolled at Boston University as a candidate for a Ph.D. degree. One of his teachers rated him among the top five in his class. In 1953 Martin married Coretta Scott, who was then studying at the New England Conservatory of Music. In 1955 he was awarded the Ph.D. degree. Dr. and Mrs. King's first child, Yolanda Denise King, was born November 17, 1955.

Dr. King accepted the position of pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama, and soon became the leader of what has been called the Black Revolt. The revolt was sparked December 1, 1955, by the refusal of Rosa Parks, a Black seamstress, to give up her seat on a public bus to a white man when ordered to do so by the driver. She was arrested and fined for violating a city ordinance.

The incident brought about the organization of the Montgomery Improvement Association. Dr. King was elected president of this new protest group. Under his leadership, Blacks decided to boycott the buses of the Montgomery City Lines. Many Blacks walked to work rather than ride buses and some even drove mule-or horse-drawn wagons. The Association formed a car pool to carry others to and from their jobs. Blacks of Montgomery did not ride the buses for 381 days. As a leader, Dr. King was arrested. Throughout that long and bitter episode, King continued to preach against violence and any form of physical retaliation.

One tragic incident that occurred as a result of the boycott was the bombing of King's home on January 30, 1956. A concerned crowd in front of his house refused to leave until King, himself, told them that his family was unhurt.

On the morning of March 22, 1956, Judge Carter found Dr. King guilty of violating a state anti-labor law which provided that a conspiracy to boycott a business, without a just cause, was a crime. That evening a

saddened crowd of King's followers gathered at his church. They expressed their disapproval of the verdict against King. They thought that the judge was prejudiced against their leader. King said:

> We must not totally condemn Judge Carter. He was in a tragic dilemma, maybe he did the best he could under the expedient method. We are not bitter. We are still using the method of passive resistance. I feel confident as this case moves up through the higher courts, somewhere along the way the decision will be reversed. And let us not lose faith in democracy. For with all of its weaknesses, there is a ground and a basis of home in our democratic creed.

On November 4, 1956, the Supreme Court of the United States ruled that bus segregation in Montgomery was unconstitutional. King's faith in democracy had been justified. King was then the man of the hour. In a victory statement, he said:

> We must respond to the decision with and understanding of those who have oppressed us and with an appreciation of the new adjustments that the court order poses for them. We must be able to face up honestly to our own shortcomings. We must act in such a way as to make possible a coming together of white people and colored people on the basis of a real harmony of interests and understanding. We seek an integration based upon mutual respect.

The Reverend Dr. Martin Luther King, Jr., championed the belief that if Blacks used the power that comes from love, understanding, good will and non-violence, they would teach the world that violence and war are not methods by which people can solve their problems. In 1957, Dr. King organized the Southern Christian Leadership Conference. As its leader, he walked picket lines, engaged in sit-in demonstrations, occupied jail cells, and suffered considerable humiliation. But still he remained dedicated to a democratic America.

Martin Luther King III was born on October 23, 1957. Another son, Dexter Scott King, was born January 30, 1961.

Many awards and citations were presented to Dr. King. Among them was the NAACP Spingarn Medal. From Morehouse College, his alma mater, and from Howard University, he received an honorary Doctor of Laws degree.

The Kings' fourth child, Bernice Albertine King, was born on March 28, 1963. That year was the hundredth anniversary of the Emancipation Proclamation, and civil rights workers attempted to point out the fact that minorities still did not have the freedom guaranteed by the Constitution and the laws of the land. Martin Luther King and his followers decided to demonstrate in Birmingham, Alabama, the city they felt was the most completely segregated city in the United States. The civil rights demonstrators marched through the streets in protest. The Birmingham police used dogs, horses and even electric cattle prods to break up the demonstration. Many marchers were arrested and placed in jail. King was

one of them. People all over the United States and eventually all over the world saw television coverage of the civil rights demonstrators being chased by police dogs and sprayed by water from firehoses. Sympathy demonstrations were held in other cities, and outraged people let their government respresentatives know how badly this made them feel.

In the same year Dr. King and his organization participated in the largest protest march in our country's history--the march on Washington, DC. On August 28, 1963, more than 200,000 Americans of all races and creeds came to Washington and marched from the Washington Monument to the Lincoln Memorial singing "We Shall Overcome". In spite of the large number of people, the march was peaceful and orderly. One of those who spoke to the marchers at the Lincoln Memorial was Martin Luther King, Jr., and the speech he made that day became famous. In it he said:

> I have a dream that one day . . . sons of former slaves and sons of former slaveowners will be able to sit down together at the table of brotherhood . . . .
>
> I have a dream that my little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character . . .

Time magazine chose him as 1963 Man of the Year because of his protests and leadership against segregation. While in jail, after being arrested in Birmingham, he wrote a letter referred to in Time as a document that ". . .may . . . live as a classic expression of the Black Revolution of 1963." This letter was addressed to a group of white ministers who had criticized King's demonstration in Birmingham. They said that he had chosen the wrong time to demonstrate and that he should be more patient. In part, King replied:

> . . .The nations of Asia and Africa are moving with jet-like speed toward the goal of political independence, and we still creep at horse-and-buggy pace toward the gaining of a cup of coffee at a lunch counter. I guess it is easy for those who have never felt the stinging darts of segregation to say "wait."
>
> But when you have seen vicious mobs lynch your mothers and fathers and brothers at whim; . . . when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her little eyes when she is told that "Funtown" is closed to colored children, and see the depressing clouds of inferiority begin to form in her little mental sky, . . . when you are humiliated day in and day out . . . then you will understand why we find it difficult to wait.

The demonstration in Birmingham and the march on Washington were important influences on the passage of the Civil Rights Act of 1964. This Act was the strongest civil rights law ever passed by Congress. It forbade segregation in many public places.

In 1964, Dr. King was awarded another high honor, the Nobel Peace Prize. Then 35 years old, he was the youngest person who had ever received that award. He promptly donated the cash prize of $54,600 to the civil rights movement. He was the second Black American to receive the prize. (Dr. Ralph Bunche received the award in 1950 for his work in ending hostilities in the Middle East.)

One of the things the Civil Rights Act of 1964 did not do was to make it possible for Blacks to vote in the South. But the 24th Amendment to the United States Constitution had done away with the poll tax which had been used to keep many Blacks and poor whites from voting. So in 1964 civil rights workers went to into the South to help get Black voters registered. Several of these workers were murdered and others were beaten. To bring attention to the voter registration drive, Dr. King helped plan a march from Selma, Alabama, to the state capitol, Montgomery. When the march began on March 7, state and county police stopped it by using tear gas, whisps and clubs against the marchers as crowds of whites cheered. This incident was shown on television and reported in newspapers and magazines. Once again many people all over the country and the world were outraged. Later the marchers made the trip to Montgomery under the protection of the National Guard which had been nationalized by President Lyndon B. Johnson. In Montgomery they were joined by thousands of people who came from all over the United States to show their support for the voter registration drive.

Still in 1965, President Johnson proposed and Congress passed the Voting Rights Act. This law sent federal workers into places where local authorities were not permitting Blacks to register to vote. Once again the non-violent protest methods of Dr. King had resulted in important progress.

In 1968 Dr. King went to Memphis, Tennessee, to support the garbage workers who were on strike. On April 4, the day before he was to lead a march through the city, he was shot and killed at his motel by a man who was later identified as James Earl Ray. Ray was eventually found, tried, convicted of the crime and sent to prison.

Many persons of all races and creeds had come to admire Dr. King for his efforts on behalf of freedom and peace. He was mourned by people all over the world as he was buried in Atlanta, Georgia, the city of his birth. The inscription on the gravestone is:

Rev. Martin Luther King, Jr.
1929 - 1968
Free at Last, Free at Last
Thank God Almighty I'm Free at Last

The short verse on the stone is from a spriritual he especially liked.

In March of 1974 a Seattle school, the former Harrison Early Childhood Center, was renamed Martin Luther King Early Childhood Center. This action was taken by the School Board at the request of students and staff at the school and after favorable reaction was received from the local community.

Martin Luther King, Jr., is honored by Americans of all ethnic backgrounds for his leadership in the causes of civil rights and world peace. The King philosophy continues to influence moves toward justice and equality even after his death. What he did, made the United States a better country. His work has inspired many people to keep working toward the goal of freedom for everyone. There is still much to be done.

"HOW WE TEACH ABOUT KING"

by Barbara Spence
Eighth Grade Social Studies Team Teacher, Worcester East Middle School, Worcester, and Chairperson, Human Relations Committee, Massachusetts Teachers Association, and

Karen LaSalle
Eighth Grade Social Studies Team Teacher, Hanover Junior High School, Hanover; and Cochairperson, Human Relations Committee, Massachusetts Teachers Association.

In 1978-79, one of the goals of the Massachusetts Teachers Association (MTA) Human Relations Committee was to make Massachusetts teachers more aware of the achievements of Martin Luther King, Jr. We believe that he is significant today not only as the leader of a movement that changed the country, but as an advocate of non-violent methods of social change in our violent time.

To reach our colleagues, we put together for the December 13, 1978, issue of MTA Today, a four-page section on teaching about Dr. King and his work. In it, we provided teaching ideas and background information that we had found especially useful with our own classes. This article will describe how we put some of those ideas into practice. (For more of our ideas and those of others, see the teaching suggestions that follow this article.)

Dr. King's birthday, January 15, is a holiday in Massachusetts, and we've found the week leading up to it an excellent time to study about his life and what it means.

Our school districts, and many parts of Massachusetts, contain people from many ethnic groups, from Chinese to Italian, Irish to Portuguese. Karen teaches in a suburb to which many Boston families have moved in recent years; Barbara, in an old manufacturing city. Neither of us has many Black students in her classes.

Our students learn a lot about understanding other people while they are studying Dr. King. They find out about one another's backgrounds and examine and discard many stereotypes about people who are different from themselves. In a school system where violence sometimes occurs, Barbara's students see in Dr. King a model of non-violence--and effectivenes. Their study opens their eyes to other things, too; for example, that a minister with a Ph.D. can lead a movement for social justice.

Barbara is a member of an instructional team that teaches English, math, history, and science to a school-within-a-school of 100 students. Karen is a member of an instructional team that teaches the same subjects as Barbara's team to approximately 120 students.

Both of us have been able to interest many of our colleagues in taking part of the study.

Teachers have thus introduced different aspects of Dr. King's life and work to students in different ways throughout the week. As a result, we have found that in May the unit is one that stands out in students' minds.

In both our schools, the English teachers have joined in the study of Dr. King by giving special reading or writing assignments and discussing the subject in class. The school reading rooms display books about Dr. King, civil rights, and non-violence. (For names of some such books, see the list of resources at the end of this feature.)

During the week when we are teaching the unit, the art teachers have had students draw pictures of Dr. King or of scenes from his life. (The art teacher in Karen's school brings in records from the 60's--by Judy Collins, Bob Dylan, Arlo Guthrie--to set the tone while the students work on their pictures.) The music teachers have taught students some of the Movement songs, like "Oh, Freedom," "Ain't Goin' Let Nobody Turn Me Roun'," and, of course, "We Shall Overcome."

Coordination like this doesn't come about without effort, however. Teachers do not like to teach about subjects or persons they're not familiar with, so a great deal of preparation is necessary for those teaching about Dr. King for the first time.

Local education associations in the state are providing materials to help members get started teaching about Dr. King. Last year, for example, the New Bedford Education Association produced a bookmark with a picture of Dr. King, a quotation from him, and a few of the most important facts about him. Teachers thus have a compact momento of Dr. King to give their students.

The MTA Human Relations Committee held a state-wide poster contest for India ink portraits of Dr. King by students from kindergarten through grade 12. The Committee is reproducing the winning poster for teachers to use in their classrooms in January 1980. NEA Teacher Rights provides teaching suggestions and a resource list. Also, in conjunction with the Martin Luther King, Jr., Center for Social Change, it cosponsors an annual summer Institute on Non-violence. By giving members aids like these, associations encourage teachers to work with the subject.

How do we get our students into the study of Dr. King? For Barbara's students, the unit may begin with the reading of Booker T. Washington's "Up From Slavery" in English classes. Barbara goes on to discuss with her students successive, Black leaders in the United States and the conditions they have had to fight against, describing some of the discrimination she herself had to face growing up as a Black in New York City. She opens discussion of the Civil Rights Movement and Dr. King by stressing the astonishing scope of the changes that Dr. King's non-violent movement brought about.

Karen may start by discussing Gandhi's non-violent liberation movement in India--how it worked and what conditions were like in India at the time it was carried out. From there she goes on to describe the non-violent Civil Rights Movement in the United States and the conditions of discrimination the Movement sought to eradicate.

Another way to start the unit is to show the television movie of The Autobiography of Miss Jane Pittman, which both of us have found works well with our classes. It seizes the students' attention, gives them a great deal of information, and starts them thinking about the status of Black people in the United States. Karen sometimes has her more advanced students read the book, by Ernest J. Gaines.

Early in the unit we also like to have students read "It Started in Montgomery." This paperback tells how Rosa Parks's refusal to give up her bus seat to a White man set off the Montgomery bus boycott of 1955-56.

Once students begin their study of Dr. King, Barbara holds a contest among them for the best designed mobile that features 12 events of Dr. King's life. All the students keep close watch through the week on the latest mobiles to go up, and teachers of other subjects get involved by judging the contest.

The students learn several kinds of things by making the mobiles. They do research on the events they want to show; they learn about design, color, balance, symbolism; they learn new words. They think about whether to make their mobiles the red, black, and green of Black liberation--or red, white, and blue. They get excited about this project, and they really grow. One little boy who had never stood out turned out to have artistic ability.

Another favorite activity of Barbara's classes is very different from the mobile contest; working a word-search puzzle in which words like unconditional, boycott, and philosophy are hidden in a grid of letters. Dr. King's life gives students a chance to learn a lot of vocabulary they might not encounter in other parts of a history course, and the ideas the words represent start the students thinking about some new concepts.

The videotape of the television production King, an NBC production, is another resource we both like. State associations or local associations can contact NBC and arrange a showing of King.

We are revising our teaching kit this year. Last year, after it appeared in MTA Today, 2,000 requests for reprints came in. We know that teachers across the country have taught or plan to teach their students about Martin Luther King, Jr., and the meaning of his work for all of us today. We hope this account of our experiences is helpful to them.

ADDITIONAL SUGGESTIONS FOR TEACHING ABOUT MARTIN LUTHER KING, JR.

The following are some ideas for teaching about Martin Luther King, Jr., and observing his birthday, January 15. They are suitable for students at various levels: Choose the ones that will be right for your students. many of the suggestions derive from the NEA Black Caucus; from MTA Today, published by the Massachusetts Teachers Association, for December 1978; or from the unit developed for the NJEA Review each January by the New Jersey Education Association's Human Rights unit. (Other suggestions appear in the preceding article.)

Topics for Class or Panel Discussions

Many of these are also suitable topics for compositions.

1. Leaders of revolutionary movements
2. What makes a hero
3. Civil rights movements in the United States, past and present
4. Freedom fighters of all races and the qualities that help them succeed
5. The proper work of a member of the clergy; within the church exclusively?
6. Causes and effects of the assassinations of John F. Kennedy, Martin Luther King, Jr., and Robert F. Kennedy
7. Different types of discrimination
8. Non-violent protest as a cause of social change.

Topics for Compositions

Many of these are also good topics for discussion.

1. What one of the marches was like from a marcher's point of view
2. An event in Dr. King's life as reported in a newspaper
3. Working with Dr. King or in the Southern Christian Leadership Conference (SCLC) as described in a letter from a member of SCLC
4. One of Dr. King's stays in jail as described by a cellmate
5. A day in the life of a Black child in a Northern or Southern city or on a Southern farm, in 1950 and today
6. Montgomery, Alabama, just before, during, and just after the bus boycott of 1955-56
7. Birmingham, Alabama, just before, during, and just after the demonstrations of 1963
8. The major causes of one of the marches
9. The life of James Earl Ray and his present situation
10. The work of the U.S. House of Representatives Committee on Assassinations
11. Dr. King and the peace movement
12. Dr. King and the Poor People's Campaign
13. The influence of Mahatma Gandhi on Dr. King
14. John F. Kennedy and civil rights
15. The role of the Black church and the White church in the Civil Rights Movement

16. Dr. King's place in U.S. history
17. The non-violent mass movement as a weapon against injustice
18. The most important lessons for today from one of Dr. King's books or from his activities
19. What Dr. King would want to change in the United States--or in the world--today.

Art Assignments

1. Pictures of scenes from Dr. King's life, perhaps joined in a mural
2. A scrapbook about Dr. King
3. A collage about Dr. King
4. An abstract painting based on Dr. King's life, work, or times
5. A bust of Dr. King in any medium.

Topics for Dramatizations or Role Playing

1. Incidents from Dr. King's life, such as his stay in Birmingham jail
2. Rosa Parks refusing to give up her seat on the bus
3. Senator John F. Kennedy's telephone call during the 1960 Presidential campaign to Mrs. Coretta King, when Dr. King was confined in a Georgia jail.
4. A non-violent resolution to a fictional conflict between people or groups of people that might otherwise be resolved violently or to a violent historical conflict, such as that between the United States and North Vietnam.

Other Activities

1. Divide the class arbitrarily, by last name or location of seat, into two sections. For one day, favor the first group for all games, jobs errands, and participation in class. Ignore the rest. The next day, favor the other group. Then discuss with the class how it feels to be discriminated against for something that isn't your fault.
2. Assign a list of vocabulary words related to events in Dr. King's life, for example, boycott, racism, discrimination, assassination
3. Recommend two or three suitable books about Dr. King to your students. Ask them to go to the library and add to this list.
4. Each day ask a student to bring to class a quotation from Dr. King and write it on the chalkboard.
5. Have the students prepare maps of the United States, choosing symbols, filling in the locations where the major activities of Dr. King occurred, and tracing the routes taken. Use the routes and symbols on the maps as starting points for discussion.
6. Observe Dr. King's birthday. (Write to NEA Teacher Rights or to the Martin Luther King, Jr., Center for Social Change for an idea booklet on how to have a unique birthday party.)

The whole school and community can be involved in the observance of Dr. King's birthday through such activities as public programs, writing and art contests, concerts, drama contests and performances, and radio talk shows.

For more ideas about teaching about Dr. King and observing January 15, write NEA Teacher Rights, 1201 16th Street, N.W., Washington, DC 20036.

NOBEL PEACE PRIZE

I am mindful that only yesterday in Birmingham, Alabama, our children, crying out for brotherhood, were answered with fire hoses, snarling dogs, and even death. I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered....

Therefore I must ask why this prize is awarded to a movement which is beleagured and committed to unrelenting struggle; to a movement which has not won the very peace and brotherhood which is the essence of the Nobel Prize.

After contemplation I conclude that this award which I received on behalf of that movement is profound recognition that non-violence is the answer to the critical political and moral question of our time--the need for man to overcome oppression and violence without resorting to violence and oppression.

I accept this award today with an abiding faith in America and an audacious faith in the future of mankind....

I refuse to accept the idea that man is mere flotsam and jetsam in the river of life which surrounds him. I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

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